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ABSTRACT

This document outlines the accreditation process for undergraduate programs in home economics. The structure of the American Home Economics Association (AHEA), the accrediting organization for home economics, is detailed in the introduction. Criteria and guidelines for accreditation in relation to the organization and administration, faculty, library and physical facilities, programs, students, and supporting disciplines are presented. The procedures for accreditation are outlined as follows: a) initial examination, b) policies and procedures for evaluation visits, c) protocol during and responsibilities following the visit, d) compilation of reports, e) council review and action on evaluation reports, and f) announcement of accreditation actions. An application form for accreditation is included. Information is also presented on compiling self-evaluation reports, stressing goals and objectives, managing, and administrating. Six forms used in the accreditation process are included, along with the steps used in the process. (BRB)

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ACCREDITATION DOCUMENTS

FOR UNDERGRADUATE PROGRAMS

IN HOME ECONOMICS

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Council for Professional Development
American Home Economics Association
Washington, D. C. 20036

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ACCREDITATION FOR UNDERGRADUATE PROGRAMS

IN HOME ECONOMICS

INTRODUCTION

All accreditation procedures are monitored by the National Commission on Accrediting (NCA) which is an independent educational agency supported by nearly 1,300 universities and colleges to improve the effectiveness of accreditation in higher education. Procedures set up by the American Home Economics Association (AHEA) were approved by NCA in March 1971 and AHEA is now recognized as the official accrediting organization for home economics.

The AHEA has considered accreditation for approximately thirty years. Deliberations of a committee in the 1940's led to the publication in 1949 of Home Economics in Higher Education which included as an appendix, Criteria for Evaluating Undergraduate Programs in Home Economics. During the 1950's several committees considered the need for accreditation. In 1961 a committee was appointed to make specific proposals for criteria and procedures for accrediting home economics programs. In 1967 the assembly of delegates of the AHEA decided that the AHEA should establish minimum standards for professional education and designated accreditation as the preferred method to use.

A document delineating many aspects of accreditation was presented to home economics administrators in 1968 for their reaction. Following consideration and discussion by administrators and professionals at six sessions in different regions of the country, the proposal was modified and in June 1968 it was submitted to and approved by the AHEA board of directors and the assembly of delegates.

During the next three years, the several committees and commissions, the Council for Professional Development and the Agency Member Unit (all described later in this document) were established. Criteria and instruments were developed, evaluation visitors were identified, and preliminary documents were printed. In 1969-70 seven institutions volunteered for pilot studies and served as testing agents for the procedures which had been developed.

ORGANIZATION FOR ACCREDITATION IN HOME ECONOMICS

The American Home Economics Association, founded in 1909, is the accrediting association for home economics in higher education. The AHEA is a professional organization with 35,000 members holding bachelors or advanced degrees, and 15,000 student members. Institutional (agency) membership is available to all regionally accredited colleges and universities which provide an educational program in home economics leading to a baccalaureate degree.

The AHEA is governed by an assembly of delegates of some 360 members and a board of directors of 25 members. A Council for Professional Development has been designated to carry out the accrediting work.

Agency Members

In order that there might be institutional representation in the accrediting process, the assembly of delegates of the AHEA at its June, 1968 meeting approved the following membership addendum:

> "An agency member shall be a school, division, or department in an accredited college or university that provides an educational program in home economics leading to a baccalaureate degree (as listed in Accredited Institutions of Higher Education. Published by the Federation of Regional Accrediting Commissions of Higher Education, American Council on Education, Washington, D.C.)."
> (It was intended that this definition would permit accreditation work to come into being. The Agency Member Unit may later recommend a redefinition of organization membership to include allied agencies, with or without vote, that might represent bureaus, junior colleges, certain businesses, or other interested organizations.)

Function of Agency Members

The agency members form a unit of the AHEA known as the Agency Member Unit (AMU). It is composed of one duly appointed representative of each agency member. The AMU elects its own chairman who also functions as its liaison with the AHEA board of directors.

Dues for agency membership in the AHEA are determined cooperatively by the AMU and the AHEA board of directors and may be changed from time to time as experience indicates a need.

Functions of the Agency Member Unit

The purposes of the AMU are set forth in its Rules of Order as adopted June 22, 1970. Basically, the AMU was formed to provide a strong institutional voice in the accrediting process.

Criteria developed by the committees and commissions are submitted to the AMU for approval and ratification. The AMU passes on budget matters and financing of accreditation and refers these to the board of directors for final action. It recommends lists of possible appointees for committees and commissions to include representation of educational units of different geographical regions, of varying sizes, administered by different religious orders and races, and privately as well as publicly supported.

The AMU is entitled to six members, with voting privilege, on the Council for Professional Development. These six members are elected by the membership for a term of two years, with three representatives elected in odd years and three in even years. The individuals elected must be members of the AHEA in good standing and members of the faculties of the colleges and universities represented in the AMU.

Council for Professional Development

The AHEA board of directors in conjunction with the AMU established the Council for Professional Development (CPD). The CPD is the official accrediting body of the American Home Economics Association. All accrediting activity will be conducted by the Council for Professional Development which is responsible to the board of directors and through it to the assembly of delegates. The CPD is designated to speak and act for the AHEA with respect to policies and procedures for the evaluation and subsequent action on the granting or withholding of accredited status. It establishes the commissions and committees essential for the implementation of its function and responsibility. The CPD also advises and assists in achieving quality graduate and non-professional programs.

Structure: Membership in the CPD includes thirteen voting members designated as follows: six representatives of the AMU, three practicing professionals (non-college or university), three commission chairmen, and one representative of the board of directors of AHEA. The president-elect of AHEA and the director of the office of Professional Development are ex-officio members without vote. The term of office for the AMU representatives is two years, the practicing professionals and the commission chairmen is three years with a proportionate number replaced each year. The term of office for the representative of the board of directors is at the discretion of the board.

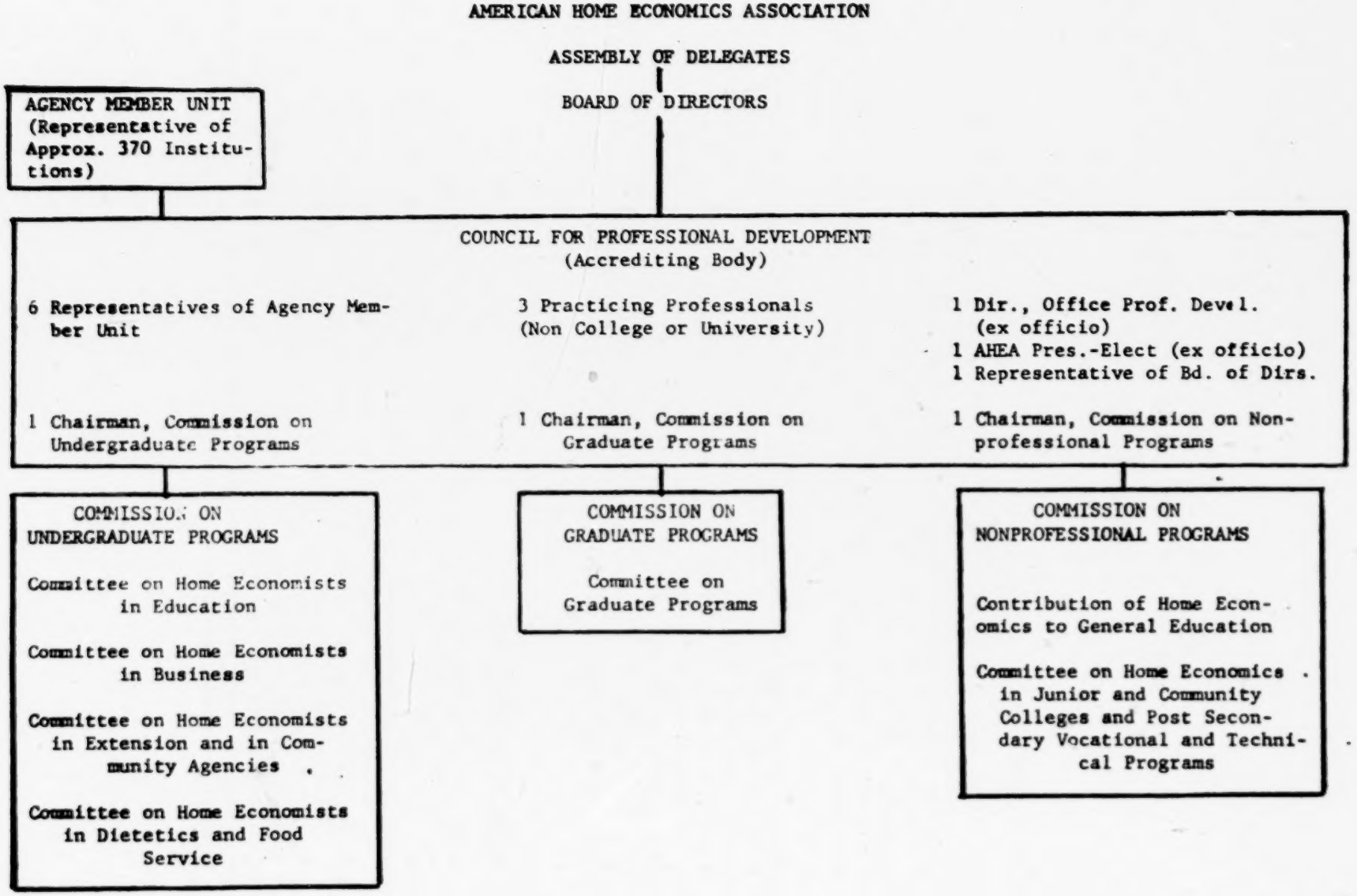
Three commissions function under the CPD. The function of the commissions is to recommend criteria for the evaluation of programs at the level of designation of each commission--undergraduate, graduate, and non-professional.

The AHEA board of directors, upon recommendation of the AMU appoint the commission members and designate the committees on which they function. Initially, the commission on undergraduate programs had four committees: home economists in business; home economists in dietetics and food service; home economists in education; and home economists in extension and in community agencies. The commission on graduate programs consisted of one committee. The commission on non-professional programs had two committees: the contribution of home economics to general education and junior and community colleges and post-secondary vocational and technical programs. Modification of the committee structure may be recommended to the CPD as needed.

Responsibility and Authority: The CPD speaks and acts for the AHEA with respect to policies and procedures for the evaluation and subsequent action on the granting or withholding of accredited status. It has the authority to organize and administer procedures for the accreditation of home economics units and submit for publication lists of accredited home economics units and professional programs offered by each. Although three commissions function under the CPD--commission on undergraduate programs, commission on graduate programs, and commission on non-professional programs, graduate and non-professional programs are not considered for accreditation at this time, but the programs are studied and guidelines and consultation provided. If an application for accreditation is either deferred or denied, the Director of the Office for Professional Development will notify the chief executive officer and the administrator of the home economics unit of the institution, in writing, of the reason(s) for the decision as soon as possible after the action is taken. Any institution aggrieved by a decision of the CPD disapproving or deferring approval of the home economics unit may appeal such a decision. If satisfaction cannot be reached through the CPD, it may appeal to the AHEA board of directors. The CPD makes an annual report to the board of directors, but its decisions on accreditation are autonomous. The CPD may establish or modify commissions and committees essential for the implementation of its function and responsibility as it deems expedient.

Relationships with other Agencies and Professional Groups

As a member agency of the National Commission on Accrediting all procedures are to be established within the recommendations of the NCA. The AHEA will be the one agency with authority for accrediting home economics units. Following the policy of NCA to allow only one accrediting agency for each profession, all teacher preparation programs will be accredited by NCATE, the National Commission on the Accreditation of Teacher Education. It establishes its criteria with the cooperation of other professional societies and AHEA expects to assist with suggested standards and to provide home economics consultants to participate on visiting teams. Other groups concerned with the education of home economics related professionals such as the American Dietetics Association and the National Council on Family Relations are consulted as standards and criteria are established. AHEA will coordinate its accreditation procedures to the extent possible with other accrediting bodies. It will notify the appropriate regional body, such as the North Central or the Middle States, of its activities in accrediting. If at all possible, and if the institution so desires, AHEA accreditation visits will coincide with visits of other accrediting agencies. Within the stated limits of the Code of Good Practice in Accrediting, the CPD will share evaluation reports with appropriate accrediting agencies.


AMERICAN HOME ECONOMICS ASSOCIATION
ASSEMBLY OF DELEGATES
BOARD OF DIRECTORS
AGENCY MEMBER UNIT (Representative of Approx. 370 Institutions)
COUNCIL FOR PROFESSIONAL DEVELOPMENT (Accrediting Body)
6 Representatives of Agency Member Unit
3 Practicing Professionals (Non College or University)
1 Dir., Office Prof. Devel. (ex officio)
1 AHEA Pres.-Elect (ex officio)
1 Representative of Bd. of Dirs.
1 Chairman, Commission on Undergraduate Programs
1 Chairman, Commission on Graduate Programs
1 Chairman, Commission on Nonprofessional Programs
COMMISSION ON UNDERGRADUATE PROGRAMS
Committee on Home Economists in Education
Committee on Home Economists in Business
Committee on Home Economists in Extension and in Community Agencies
Committee on Home Economists in Dietetics and Food Service
COMMISSION ON GRADUATE PROGRAMS
Committee on Graduate Programs
COMMISSION ON NONPROFESSIONAL PROGRAMS
Contribution of Home Economics to General Education
Committee on Home Economics in Junior and Community Colleges and Post Secondary Vocational and Technical Programs

PHILOSOPHY AND OBJECTIVES OF ACCREDITATION IN HOME ECONOMICS

General Policy

The CPD of the AHEA has adopted the policy that the administration of the stated criteria shall be free from the coercive factors of regimentation and dictation. Although the primary purpose of the CPD is accreditation, it will in fulfilling this function, undertake to encourage and aid home economics units to meet the requirements. The final appraisal of a unit will be determined in light of the total pattern it presents, and excellence in certain particulars may compensate in some degree for possible deficiencies in others capable of correction.

The efforts of the CPD to establish a list of approved home economics units and programs offered by each is conditioned by an attitude of construction co-operation; therefore, the CPD will welcome inquiries relative to interpretation of its stated criteria and guidelines and will respond willingly to solicitations for advice and guidance in the solution of a school's individual problems. To the end that it may achieve its aims and contribute to the advancement of home economics education and to the improvement of the home economics profession in the United States, the CPD will earnestly solicit the cooperation of the administrators and faculty of institutions and of home economics units.

Objectives of Accreditation

The objective of professional education in home economics is to prepare students for employment on a professional level. Two major characteristics of any profession are (1) the possession of a body of specialized knowledge and abilities essential to the performance of its work, and (2) performance of a service to society. Therefore, the primary purpose of accreditation in home economics is to provide opportunity for students to receive quality professional education and to identify those institutions which offer professional programs which are meeting the needs and demands of society. Home economics represents a specialized body of knowledge; it accepts the obligation to increase knowledge in the field; it encourages the continued growth and education of its members; it intends to exercise some selectivity among applicants for entry into its profession; and it expects to hold qualitative standards for the education of its professionals.

The AHEA intends to accomplish through accreditation the following objectives:

To provide guidelines for program planning that will assist home economics units in developing professional programs of highest quality, and to encourage self-evaluation and continued study toward improvement.
To apply established criteria for the accreditation of home economics units in institutions of higher learning and to revise these criteria and guidelines when advisable.
To recognize changing needs of individuals, families, and society, and accordingly to implement advances in knowledge and professional ability.
To identify institutions adequately prepared to offer professional programs in home economics and to publish a list of such institutions in order to:

(1) Provide assurance to students and parents seeking professional education that the home economics unit provides a competent faculty, sound curricula, adequate library, appropriate physical plant, and sufficient equipment, and is capable of attaining its announced objectives. (2) Assure business, the professions, government, and graduate schools that graduates of said institutions have the educational background for satisfactory and productive performance.

The Common Discipline

Each member of the home economics professions should share a common set of understandings as well as the specialized awareness and abilities needed for a particular type of professional contribution. There are several ways to arrive at this information and ability but the common discipline is defined to include knowledge of:

the roles of individuals in the family at all levels of society and as they change over time

human growth and development and the needs of individuals at all ages

management of personal and family resources in the solution of problems of providing food, clothing, shelter, and emotional support for each individual

the interrelationship of individuals, families, and communities--locally, nationally, and internationally

the functioning of values, thought processes, communication, creativity and other such processes in family development and daily living

The common discipline would include the professional abilities to:

identify needs, values, and problems of individuals, families, and groups of families in various levels of society

recognize unique contribution of home economics to these needs and also the contributions of other related professions

seek out the specific knowledge and resources appropriate to the solution of individuals or family problems

use the most effective means for applying the knowledge to meet the need

evaluate the results of this diagnosis of need, knowledge brought to bear, and application of such knowledge, in order to improve the professional performance.

Certain professionals prepared in home economics are generalists, able to work with a range of subject matter content as it is needed. There are teachers, extension workers, and social welfare consultants among these generalists. Even these though, need specialized abilities depending on the age of the people with whom they work or the institution in which they are employed. Other specialized professionals who work intensively with only one subject matter area, a hospital dietitian or a professor of child development, for example, may share with many other professionals certain kinds of professional abilities. Whether generalist or specialist, the above five kinds of knowledge and five kinds of professional abilities are necessary for all.

Eligible Institutions

To be eligible for accreditation, an institution must first be accredited by its respective regional accrediting agency and have graduated students in home economics. The policy of the CPD is to accredit home economics units considering all programs offered by the unit. The four programs considered by the committees of the undergraduate commission are those which prepare for:

the home economist in business

the home economist in dietetics and food service

the home economist in education

the home economist in extension and in community agencies

Accreditation Procedures

Steps in Achieving Accreditation: An institution which wishes to be

considered for accredited status will first obtain the criteria and guidelines from AHEA. After a preliminary estimate of its ability to meet the criteria it either decides to postpone its plan for accreditation while it improves its program(s) or it will go ahead and submit an application for accreditation form. If the CPD, upon study of this preliminary application considers the home economics unit ready to be considered for accreditation, the Self-Evaluation Guide will be sent to the institution and a self-study will be undertaken. The AHEA will have available consultants to work with the institutions on such self-evaluation projects, at the request of the institution.

A sub-committee of the CPD will consider the self-evaluation report and if the evidence presented indicates the institution meets the criteria satisfactorily a visit to the institution will be recommended.

The CPD will have a list of accreditation visitors. The CPD will name a visiting team, considering the number and types of programs offered by the institution. The institution may reject one or more of the visitors named, in which case the CPD will suggest a replacement for each person rejected. The self-evaluation report will be sent to each member of the visiting team for study prior to the visit.

The visit, to coincide if possible with that of other accrediting visitors, will allow the visitors to clear up questions they have, get firsthand impressions, and talk with faculty, students, alumni, administrators, and any other persons who may give helpful information. Following the visit, the team will prepare a report for the CPD which, with the self-evaluation report prepared by the institution, will form the evidence basic to its decision.

There are three parts to the decision to accredit:

1. The institution has a voice in that it only applies for accreditation when it believes it is qualified

2. The visiting team recommends a particular decision in its report

3. The CPD considers all evidence and then makes a final decision.

An adverse decision will be explained in detail to the institution by the CPD. A decision may be appealed with presentation of additional evidence. The board of directors of the AHEA will be the body for final appeal if satisfaction cannot be gained at the CPD level.

Evaluation and Self-Evaluation Instruments: The criteria established through the CPD and its commissions and committees were published and are distributed to institutions on request.

A guide for self-evaluation and a guide for visiting teams were prepared and published after study of other accrediting agencies and in consultation with persons who had experience in evaluation procedures.

instruments for the purpose of obtaining both quantitative and quantitative information and programs. The end product, the graduating student, will be given particular attention.

As a part of the development, the instruments were tested with different types of institutions, they were revised in light of information obtained, and they will be continuously evaluated and revised as needed.

The Visitation (examination): Accreditation is concerned especially with professional undergraduate programs in home economics, namely those preparing graduates to work in business, in education, in dietetics and food service, and in extension and in community agencies. However, since other activities may markedly influence instruction in these programs, the examination for accreditation will cover all activities of the home economics unit, including undergraduate and graduate instruction, in-service training of faculty, research, publications, and professional and inter-professional relations.

In addition to detailed examination of instruction offered in the home economics area, the CPD will take note of the instruction given in general education and in related areas as these affect the total preparation of students in home economics programs. In judging the non-professional parts of a program the reports of the regional accrediting agency may properly be considered. Likewise, their findings on general university policy, administration, and facilities may be recognized. This does not obligate the CPD to accept automatically the findings of any other agency.

There are a number of items for which definite standards cannot be established, but to which consideration will be given during the course of the visitation because they are important in establishing an impression of the general tone of the institution and involve students as well as staff. Given consideration will be the educational policies of the administration, thoroughness of scholarships, inspiration and level of instruction, quality and achievement of graduates, and public and inter-professional relations.

While accreditation of graduate programs in home economics will not be undertaken by the CPD at this time, such programs will be considered as part of the total program of the home economics unit. As a rule, a unit should not attempt to develop graduate courses until the undergraduate instruction is well organized and effectively administered; a competent faculty has been established; necessary finances are assured; and adequate physical facilities, including the library are available. General practices of well-established university graduate faculty should govern the administration of graduate courses in home economics.

Activities of the CPD relate chiefly to professional programs which will prepare undergraduates so that business, the public, the professions, government, and graduate schools will be assured that graduates of said institutions have the educational background for satisfactory and productive performance.

However, this in no way minimizes the importance of the common discipline and of general education in any professional program.

General Statement Concerning Criteria: Qualities have been described which experience has proven to characterize an effective program in home economics. These qualities are referred to herein as criteria and guidelines. However, the CPD wishes to make clear that these criteria and guidelines imply neither uniformity nor inflexibility. Preserving the individuality of institutions and their special contributions is of paramount importance.

The criteria and guidelines include both quantitative and qualitative standards; special effort will be made during the visit to obtain qualitative data considered pertinent to the educational program.

In the application of criteria the CPD does not insist on literal conformity in every detail. Variations are to be expected and superiority in certain qualities may compensate, in part at least, for deficiencies in others. The home economics unit will be evaluated in accordance with the extent to which it complies with the criteria for accreditation and with due consideration of the extent to which it accomplishes the stated objectives of the institution and of the home economics unit.

As the profession evolves and the society which it serves makes changing demands, the criteria for accreditation will be revised to reflect progressive changes. As a basis for revision of the criteria and improvement of accreditation policies and procedure, data will be requested from the accredited institutions showing changes and improvements that occur from year to year. These data will be analyzed and the results made available to the institutions from time to time. Whenever revisions of any portion of the criteria is indicated, the commission and committees concerned will first submit a draft of the revisee edition to the CPD. A revision of this draft (if revisions are desirable) will then be sent to all representatives of the AMU for consideration by them and their respective administrative officers and faculties. An open hearing will be held at the time of the annual meeting of the AHEA following which final revision will be made. This revision becomes official when approved by the CPD, the effective date to be announced at the time of publication, this date to be later than the time of publication.

Interim Reports

Before November first of alternate years each institution with an accredited home economics unit will be asked to send to the director of the office of professional development one copy of the current catalog and to submit a brief report showing changes made during the preceding two years and certain current data. The report is designed to give evidence of maintenance of the standards for accreditation, and to provide a record of progress made in the development of the educational program of the institution. The director will send the

annual report forms. Data requested will ordinarily include: figures for student enrollment and degrees granted; changes in policy, curriculum, and personnel; improvements in plant, equipment, and library; staff publications, etc.

List of Institutions With Accredited Home Economics Units

Annually the AHEA will publish a list of institutions with accredited home economics units and the professional programs offered by each.

Reference to Accreditation

Any reference by an institution to accreditation by the American Home Economics Association in catalogs, bulletins, or any other form of publicity shall state only the following: "(name of the institution's) home economics unit is accredited by the Council for Professional Development of the American Home Economics Association. The professional program(s) offered by the unit are: (name of program(s))".

Sanctions, Penalties, Rewards

AHEA will publish a list of accredited home economics units by status, either fully accredited, provisionally accredited, or probationary. Fully accredited status will be achieved by a self-evaluation report, a visit by an AHEA team, and a favorable decision by the CPO. Institutions can, during the first several years of the accrediting program when it may be impossible to visit all institutions immediately, submit self-evaluation reports for consideration by the CPD. A favorable decision on this report will result in listing as a provisionally accredited unit until such time as a visit to the institution is feasible. Probationary status will be given units for a two year period if most criteria are met and the institution shows evidence that full accreditation can be achieved within that time limit.

Although the home economics unit will be accredited, all programs offered by the unit will be considered. If one of two or more programs offered by the unit fails to meet the criteria, accreditation may be withheld until such time as recommended improvements are made or the program is eliminated from the offerings. If there are minor shortcomings probationary accreditation may be given.

Accreditation may be revoked if a home economics unit fails to satisfactorily meet the criteria as established by the CPD. Notice shall be given to the chief executive officer of the institution and to the home economics administrator that such action is contemplated and the reasons therefor. If, after

an appropriate period of time, the inadequacies have not been corrected or the institution has failed to adequately justify such failure procedures to revoke shall be implemented.

Development and Revision of Criteria

Committees, through the commissions, will recommend to the CPD criteria by which home economics units and programs they offer are to be evaluated. Such criteria are developed on the basis of job requirements and changing needs of society. The commissions and their committees also recommend evaluative techniques.

Criteria will be assessed continuously and revised in light of changing needs of graduates and the requirements of society as reflected in technological and cultural developments. Follow-up studies of opinions and performance of recent graduates will be used also as a basis for realigning criteria to meet changing needs. Although a revision in criteria may be made at any time by approval of the CPD, a periodic review will be made every five years.

The criteria as set forth in this document are considered to be minimum standards. However, it is recognized that interpretation of these criteria may vary considerably. Therefore, guidelines or explanations follow. These explanations may describe conditions somewhat above the minimum but the council for professional development urges all home economics units to set high standards for themselves and to strive to better prepare home economists for the profession.

The criteria and guidelines presented are not specific for any one professional or specialized program. They are general, based upon the belief that the same overall criteria apply to all programs but that the interpretation may be different for different programs. This difference may be brought out by means of the information included in the self-study report and further defined at the time of the visitation. For example, laboratories and other physical facilities needed for the preparation of home economists in dietetics and food service and for the preparation of home economists in extension and in community agencies may be "functionally adequate" in both cases but may differ considerably in exact detail. On the other hand, many of the facilities, perhaps most of them, desirable for the preparation of home economists in extension and in community agencies may be the same as those needed for the preparation of home economists in certain areas of business.

Use of Terms

The term "institution" as used in the following document includes universities, colleges, institutes, and other accredited institutions of higher learning with programs leading to a baccaulaureate degree.

The term "home economics unit" is used in lieu of college, school, division, department, or other term and refers to the academic unit(s) in the institution

which prepares students for professions traditionally considered home economics professions.

An attempt has been made to use the term "home economics program" when referring to all offerings of the unit. It implies commonalities in regard to certain items such as administration, faculty, and students.

"Professional (or specialized) programs" refers to one or more curricula within the home economics unit that prepare for specific professions as "home economist in business," "home economist in dietetics and food service."

The term "faculty" followed by a singular verb is used to refer to the faculty as a whole of the institution, of the home economics unit, or of some specific segment of the home economics unit. On the other hand, "faculty members" or "each faculty member" refers to the individual members of the faculty.

PART I

CRITERIA AND GUIDELINES

ORGANIZATION AND ADMINISTRATION

Introduction

The organizational structure of the institution and of the home economics unit provides a basis for fixing responsibility, utilizing resources, and achieving goals. It is expected that the home economics program functions within the framework established for the institution. The administrative function and responsibilities are accepted and discharged within a context of appropriate experience, preparation, and commitment to families.

Institutions which offer majors in specialized areas (or offer specialized programs) provide professional leadership and programs of study to adequately prepare students to function in these fields. A successful program will reflect the importance of having strong administrative leadership based firmly upon specific administrative procedures and policies.

Criterion

1.1 The home economics unit is accorded status within the institution comparable to that of other units of similar size and function, with regard to finances, staffing, teaching loads, promotion in rank and salary, appointment on the institution's policy-making committees, program priorities, and other academic affairs.

Guidelines

1.11 There are clearly defined, effective administrative channels between the executive officer of the institution or his designated officer and the administrator of the home economics unit with respect to the items listed in 1.1 above.

1.12 In institutions where there is a senate, council, or other body which meets regularly to deal with the academic concerns of the total institution, home economics has the opportunity for representation on an equal basis with other units of the institution.

Criterion

1.2 The organizational structure of the home economics unit is defined: it encourages communication, coordination, and interaction of administrative officers, faculty, and students within the unit, with other disciplines, and with other institutions.

1.21 The organizational structure of the home economics unit is sufficiently flexible to respond to functional changes and to permit attainment of program objectives.

1.22 The organizational structure of the home economics unit provides opportunity for:

a. involvement of faculty in the development of policies, and procedures which permit achievement of program objectives

b. student and faculty involvement in the development of programs

c. cooperation and coordination with other departments, staff in related fields, and the larger community.

Criterion

1.3 The organizational structure of the home economics unit is such as to facilitate planning, administering, and evaluating for continuous improvement of the total educational program.

Guidelines

1.31 There are long-range as well as short-range plans for the development of the home economics programs. The home economics faculty is aware of these plans.

1.32 Priorities relative to physical plant development, faculty recruitment, current expenses, program administration, faculty commitment, and supporting staff are defined.

1.33 There is a clear description of the administrative policies and procedures relating to professional programs.

1.34 There is evidence of clearly established responsibilities and authority for the planning, administering, and evaluating of professional programs.

Criterion

1.4 The home economics unit is administered by a qualified administrator empowered by the institution with sufficient authority and allowed sufficient time to accomplish the unit's objectives. This administrator provides effective leadership and supervision in developing a strong home economics program in harmony with the social trends.

Guidelines

1.41 The demands of administration are adequately recognized in relation to the total load of the administrator.

1.42 The administrator is committed to the needs and concerns of families.

1.43 To the extent institutional policies permit, the administrator encourages professional development by affording opportunities such as leaves of absence for study and research, research facilities, membership in professional organizations, attendance at professional meetings and workshops, and in-service training.

1.44 The administrator of the home economics unit, working cooperatively with the faculty, either as individual faculty members, or with faculty committees:

a. defines, communicates, and implements the philosophy of the home economics unit

b. selects, attracts, and retains qualified staff

c. recognizes and promotes the development of professional strengths of staff

d. interprets and presents the need for adequate funding to carry out and expand the program

e. provides the structure for the development of inter-relationships of the various aspects of home economics

f. provides a structure for identifying and responding to significant social conditions and challenges

g. encourages and makes provision for interaction of the faculty with those in other disciplines and with professionals on the campus

Criterion

1.5 The administration and the faculty cooperate to maintain a home economics program of high quality.

Guidelines

1.51 The faculty is involved in the determination of priorities in financial and program planning.

1.52 The faculty participates in the selection of administrative officers, department heads, and other faculty and staff who have an influence on the home economics program.

1.53 The individual faculty member is expected and encouraged to exercise initiative in identifying and meeting his professional growth needs.

1.54 There are long-range as well as short-range plans for the development of the home economics unit.

Criterion

1.6 Program priorities and the development of professional programs are cooperatively formulated by the institution, the home economics unit, and the area(s) especially concerned.

Guidelines

1.61 The institution has a realistic plan with regard to program commitment.

1.62 Priorities relative to physical plant development, faculty recruitment, current expenses, program administration, faculty commitment, and supporting staff as they relate to professional programs are defined.

1.63 Criteria are established for program priority and include, among others, number of students, student credit hours taught, and critical professional needs.

1.64 The primary responsibility for the design and continuous evaluation of the professional program(s) lies with the home economics unit.

1.65 There is a clear description of the pattern of organization for the administration of a professional program.

1.66 There is a clear description of the administrative policies and procedures relating to professional programs.

1.67 Each professional program within the larger unit is administered by an individual identified with the profession for which the program prepares.

Criterion

1.7 The faculty of the home economics unit is provided with essential clerical, technical, and other supporting services such as graduate assistants.

Guidelines

1.71 There is a plan and a rationale for allocating clerical and supporting services to the staff.

1.72 Graduate assistants, under proper supervision, may assist in team teaching and research.

1.73 Provision is made for supplying and reproducing such instructional materials as transparencies, films, filmstrips, audio-tapes, and video-tapes.

FACULTY

Introduction

The major asset of an institution is its faculty: their experience, their preparation, their commitment to the family and the profession and their performance. The staffing pattern of the home economics unit should include persons who have a commitment to the interrelatedness of providing food, clothing, shelter, and emotional support for each individual and of these in relation to the needs and concerns of families. Staff educational, occupational, and experimental backgrounds and competencies will vary.

All faculty members should be academically and professionally qualified in that: (1) they have orientation to the goals and objectives of home economics and ability to apply this orientation in teaching and (2) they have appreciation for the contribution of the various subject matter areas of home economics to the enrichment of family life and, conversely, appreciation of the contribution of other disciplines to home economics.

Criterion

2.1 The faculty has rank, status, salary, and other benefits commensurate with its educational experience, assigned responsibilities, and/or professional competence and comparable to other faculty in the institution.

Guidelines

2.11 All full-time faculty members meet the institution's requirement for faculty appointments.

2.12 A program of benefits, including a sound retirement plan in which the institution participates and which protects the faculty members' equity is maintained.

2.13 The institution and the home economics unit have established criteria and procedures for giving salary increments, tenure, rank, and other types of recognition. These procedures include, among others:

a. measures for determining faculty effectiveness in teaching, counseling, research, and/or other professional activities

b. a periodic evaluation of each faculty member in relation to the performance of assigned responsibilities

2.14 The home economics unit has a plan for increasing the number of faculty who hold a relevant advanced degree, have experience in the field of specialization, or are engaged in graduate study

2.15 In addition to competence in the subject matter area, the faculty

a. stimulates and involves students in learning

b. helps students develop sensitivity to the relevance and application of home economics to social needs

c. has the knowledge, understanding, and skill necessary for counseling relative to the development of the individual student's academic potential and in relation to the specialized field.

Criterion

2.2 The educational preparation of each faculty member included study in the areas for which he is responsible and adequate background in the supporting disciplines from which his area of speciality draws major concepts and principles.

Guidelines

2.21 Each faculty member has educational and teaching or other professional experiences which contribute to his competency in knowledge of subject matter and skill in teaching. He maintains his expertise in his area of specialization.

2.22 The home economics unit offering one or more professional programs has a nucleus of full-time faculty prepared at the graduate level, Master's or beyond, for each area of specialization.

2.23 Adjunct or part-time faculty have educational and/or professional experience pertinent to the program. Part-time faculty may include:

a. qualified practicing professionals in the field

b. other persons with special competencies such as graduate assistants, consultants, and cooperating agency personnel.

2.24 The faculty has qualities of social awareness and responsibility for:

a. understanding people, the strengths and variations of ethnic and cultural backgrounds, and patterns of family life

b. understanding socio-environmental forces in our society and their impact on individuals and families

c. commitment to the principles of the involvement of people in finding solutions to their problems.

Criterion

2.3 The size of the faculty is commensurate with the number and type of courses offered, the students served, and other professional responsibilities and services of the faculty.

Guidelines

2.31 The faculty is sufficient in number to:

a. carry out the program(s) being offered

b. permit continuity and coordination of curriculum offerings

c. permit the planning, implementation, and evaluation of the program

d. provide academic and professional guidance and counsel

e. permit time for continuing development as teacher-scholar, and participation in other professional experiences that advance the program.

2.32 The faculty load is comparable to that of the faculty in other units of the institution.

2.33 The faculty load clearly evidences the recognition of the total professional responsibilities and services (in addition to the teaching assignment) of each faculty member.

Criterion

2.4 There is continuing professional growth of all members of the home economics faculty.

Guidelines

2.41 Faculty members are provided opportunity for participation in professional meetings with some travel funds provided, for enrollment in courses on the campus or elsewhere, and/or for participation in programs established for in-service education of the faculty.

2.42 Individual faculty members show evidence of continuing professional growth and development through education, practical experience, research, or other means.

Criterion

2.5 The faculty actively participates in professional organizations both on and off the campus, in organizations which advance the profession for which the program prepares, in intercultural and community services, and in interpreting home economics to other professions and to the general public.

Guidelines

2.51 Through its on-going activities the faculty has opportunity to interact with colleagues in home economics, with faculty from other disciplines in the institution, and with members of the larger community.

2.52 Each faculty member interacts constructively with faculty members in all areas related to home economics and is supportive of the total program.

Criterion

2.6 The faculty contributes new knowledge to the field of specialization through research, publications, or other scholarly production.

Criterion

2.7 The faculty as a whole presents diversification of education and background, represents various educational institutions, and provides balance in age groupings.

LIBRARY

Introduction

The library is a critical resource of any educational system. As such there should be evidence of adequacy and use. Adequacy is reflected in the scope and depth of the library holdings as related to the general and professional components of the program(s). Use will depend in part on accessibility and encouragement by teaching faculty and librarians but also on holdings adequate for the number of students to be served, and pertinent to the kind and level of programs offered.

Since students learn in different ways and at different rates, using diversified media and methodology in the learning situation will provide the student with a means to progress at his own rate and to use the style of learning best suited to him.

Criterion

3.1 The book and periodical collection and other educational materials are authoritative, up-to-date, and of adequate coverage to support the program(s) being offered and the professional development of students and faculty.

Guidelines

3.11 The faculty is free to recommend books, periodicals, research and trade publications and other educational materials to be purchased. Such recommendations are honored and implemented; supplementary recommendations are submitted by professional librarians.

3.12 The library holdings, both contemporary and historical, in home economics and related disciplines are adequate for the number of students being served and are pertinent to the kind of program(s) offered.

3.13 The acquisition rate is sifficient and professional personnel are available to assure that the quality of the collection is maintained.

3.14 Research and other primary sources of data are available. There is evidence that the home economics staff makes use of this material.

3.15 Reciprocal arrangements are made with libraries in the large community for utilization by faculty, students, and practitioners (inter-library loan).

Criterion

3.2 Policies, procedures, and budget for the purchase of books, periodicals, and other educational materials are defined and are adequate to meet the needs of the program.

Guidelines

3.21 There is a yearly budgeted allocation of funds on an equitable basis with the monetary allocations for other departments within the institution.

3.22 The budget allocation shows evidence of increase, especially as new programs are offered and enrollment increases.

3.23 According to an established time-table each instructional division may request special books, periodicals, and other instructional materials needed for that division.

3.24 The faculty has representation in deciding purchase priorities.

Criterion

3.3 The library services and facilities are adequate and functional.

Guidelines

3.31 The faculty and students share with professional librarians in decision making and advising in this area.

3.32 The library service assures students and staff access to library materials and circulation procedures are such as to achieve optimum utilization.

3.33 Information services for facilitating library use are provided to students and faculty. There is evidence that students are aware and make use of the library resources.

3.34 There is adequate space for student and faculty use of the library resources for reference, study, and research.

3 35 Lighting, ventilation and sound control appropriate to the uses of the area reduce physical distractions.

3.36 Copying or duplicating services are available.

3.37 A home economics reading room or area is provided if general library facilities are not sufficient to accommodate student-faculty demand and/or are not readily accessible.

Criterion

3.4 A materials and instructional media center is maintained either as a part of the library or as one or more separate units. Provisions are made for different learning styles.

Guidelines

3.41 Diversified media and methodology in the learning situation provide the student with a choice of ways to achieve course objectives, the means to progress at his own rate, and opportunity to use the style of learning best suited to him.

3.42 Current instructional materials that support the program(s) being evaluated are readily available to students and staff.

3.43 Learning facilities and activities are provided for students to utilize: (1) audio-visual, (2) visual-tactile (3) visual, (4) audio with motor response, and/or (5) audio without motor response styles of learning

3 44 Equipment is up-to-date, adequate in quantity, and readily available

Criterion

3.5 The home economics faculty and the professional library staff cooperate in building the library collection, planning and evaluating services, and in developing long range plans.

PHYSICAL FACILITIES

Introduction

Although physical facilities are not the most important factor in any program of higher education it is desirable that they be adequate to accommodate classroom activities such as lectures, discussions, seminars, conferences, and laboratory work, and study and research. Because of the nature of the activities included, programs in home economics make special demands on space and equipment. It is therefore important that the facilities of the home economics unit be suitable for professional education in home economics and adequate in quantity and quality to enable the unit to achieve its objectives. Furthermore it is desirable that they be such as to encourage faculty-faculty, faculty-student and student-student interaction.

Criterion

4.1 Space and facilities within the institution and/or utilized from outside sources are up-to-date, aesthetically pleasing, and functionally adequate for each program being evaluated.

Guidelines

4.11 Classrooms, laboratory space, equipment, and other instructional materials are adequate for the number of students enrolled in each course and in each program being offered. They are arranged to facilitate effective teaching and a variety of learning experiences.

4.12 Offices with telephone service are available to all faculty.

4.13 Facilities of supporting disciplines are accessible to home economics students and faculty and allow for cooperative efforts.

4.14 Space, facilities, and equipment provide for a range of learning experiences including independent study and self-direction by students in the mastery of competencies included in each program.

4.15 Observation-participation facilities are maintained in such a way that families in their existing environments as well as simulated situations are utilized.

4.16 More specifically, facilities available to the home economics unit include:

a. adequate space for faculty research, experimentation, and program development

b. provision for privacy for individual conferences and for counseling with students

c. provision for small discussion groups

d. secretarial, clerical and office equipment space

e. storage space for teaching materials that is convenient, secure, and flexible

f. locker space to accommodate student needs

g. student and faculty lounges

h. offices in close proximity of teaching laboratories and classrooms

i. utilization of new technology (in the field) in design and/or equipment

j. either on or off the campus, provision for radio and television programs, live-audience demonstrations, and/or journalism writing and publishing

k. appropriate laboratories for teaching of special subjects required in the program(s) being considered

l. classrooms and lecture rooms suitable for a wide range in number of persons accommodated.

Criterion

4.2 Classroom environment is conducive to learning.

Guidelines

4.21 Temperature and sound control, lighting, and ventilation are adequate in each classroom.

4.22 Audio equipment is provided where needed.

4.23 Space and facilities exemplify good design in aesthetic and functional aspects.

Criterion

4.3 There is both short and long-range provision for maintenance, repair, security, and improvement of equipment and other facilities. (Note: provision implies that there are both plans and finances for these.)

Guidelines

4.31 Daily and periodic maintenance programs supervised by a non-academic staff member assures that physical facilities are secure, safe, and in sanitary condition.

PROGRAMS

Introduction

All programs in home economics should include as much general education as possible for one purpose of higher education is to prepare cultivated human beings. A specific purpose of programs in home economics is to prepare professional persons competent to assume a variety of leadership roles and services in assisting individuals and groups seeking solutions to individual, home, and family problems. The programs should include sufficient general and professional studies to provide depth, breadth, and quality in the preparation of home economists. Concepts to be included in the over-all programs should meet the following four criteria: (1) universality; (2) relevance to today and the future; (3) continuity; and (4) adaptability.

Criterion

5.1 There is a common body of knowledge derived from the general studies component and from specific courses in home economics which provides for a general program in home economics and which is also relevant to each of the areas of specialization. The concepts (common to all programs) include some understanding of: (1) the family in society, (2) human growth and development in relation to nutrition, (3) human development and its relation to the family, (4) management of human and material resources, (5) aesthetic qualities in the environment, (6) the influence of science, technology, and consumer economics upon families and family members, and (7) the philosophical base of home economics and the relation of its specialities to the field as a whole.

Guidelines

5.11 The general studies component meets the requirements of the institution for general studies and shows evidence of adequate preparation in the areas of behavioral and humanistic studies, natural sciences, and communications.

5.12 The general studies component provides for an awareness of the political, social, and economic forces in our society and their impact on individuals and families.

5.13 The home economics component common to all programs includes emphasis in the following areas:

a. the roles of individuals in the family at all levels of society as they change over time.

b. human growth and development and the needs of individuals of all ages including physical, mental and emotional development in relation to nutrition

c. management of personal and family resources in providing food, clothing, shelter, and emotional support for each individual

d. the interrelationship of individuals, families, and communities, locally, nationally, and internationally

e. the functioning of values, thought processes, communications, creativity, and other processes in family development and daily living

f. the development of an understanding of people, recognition of their various socio-economic backgrounds, value systems, and their multiplicity of standards of family life

g. the aesthetic qualities of the environment including elements of basic design and awareness of aesthetic expression in everyday life.

Criterion

5.2 Methods of instruction that promote critical thinking and synthesis of learnings are utilized in the teaching-learning process

Guidelines

5.21 The home economics courses are presented in ways to encourage problem solving, creativity, communication, evaluation, and continuous learning

5.22 The knowledge, understandings, and skills gained from prerequisite and concurrent courses are integrated and applied in the home economics courses.

Criterion

5.3 Each professional program offered by the home economics unit is consistent with the philosophy and the purposes of the institution and the home economics unit and is related to the adequacy of resources, the size of the enrollment, and the identified needs of society.

Guidelines

5.31 The home economics unit has adequate enrollment, faculty, facilities, and finances to support the program.

5.32 Assessment of the opportunities for placement of graduates justifies the offering of the program.

Criterion

5.4 The setting of relevant curricular goals is reflected in the sequential arrangement of courses throughout the academic program and the content of the professional option offered within the program.

Guidelines

5.41 Each professional program:

a. has clearly stated educational objectives and justification for the curriculum

b. has objectives based on the recommendations of faculty, students, alumni, employers and others representing the larger community

c. has clearly identified student competencies consistent with the needs of the profession for which the program prepares

d. has identified employment opportunities in specific areas for which graduates will be prepared

e. has a rationale for the nature, amount, and purposes of the various subject matter concentrations required

f. builds its professional education on the supporting disciplines and on a common core drawn from the basic subject matter areas of home economics as stated by the individual institution and consistent with professional requirements

g. has clearly defined content in the specialized course required and evidence of the integration of concepts relevant to the area of specialization

h. integrates concepts basic to home economics in areas of specialization

i. provides emphasis on behavioral and natural sciences and humanities as necessary to build framework for professional courses.

5.42 Programs lacking a limited number of specific courses to meet professional requirements may be approved if proper arrangements are made through a system of cooperative programs with another adequate, accredited institution.

5.43 There is periodic review and revision of courses, course content, curricula, and majors.

Criterion

5.5 Each program includes selected and carefully organized learning experiences that are related to the course objectives and that develop the competencies essential to practice in the professional areas for which the program prepares.

Guidelines

5.51 Course outlines support the stated objectives.

5.52 There is evidence of effective learning experiences from classroom activities, including laboratory work.

5.53 There is evidence of a variety of learning experiences including extended classroom experiences such as field trips, observations, lectures, work experience, and community activities.

5.54 For those programs that require pre-professional work experience there is:

a. a qualified faculty member associated with the profession for which the program prepares assigned to supervise the work experience

b. a clear description of the nature of the work required

c. a clear description of the quantitative standard

d. a clear description of the procedures and policies involved relative to students, faculty, and employers

e. a well defined plan of procedure for student guidance and for follow-up evaluation.

Criterion

5.6 The program provides for flexibility and innovation.

Guidelines

5.61 Assessment is made of the competencies of students on entrance to the program and appropriate individualization of programs is made.

5.62 Provision is made for students who have mastered areas of the program by independent study or other experiences to accelerate their progress by meeting requirements by examination, advanced placement, or other approved methods.

5.63 Latitude in the choice and arrangement of elective courses is provided in the curriculum for maximum individual interest and development.

5.64 Problem courses, seminars, independent study, etc., are provided to allow for differences in learning styles among students as well as to provide for innovation in the program.

Criterion

5.7 There is continuous curriculum evaluation on a basis for maintaining programs of academic excellence to meet changing needs.

Guidelines

5.71 There is clear indication of the means employed to measure the effectiveness of the program in terms of the educational objectives and the professional achievements of graduates.

5.72 Faculty, students, alumni, employers, and others representing the larger community are involved in the evaluation of course content and classroom presentation.

5.73 Periodic surveys are made of graduates and employers of graduates to obtain opinions on the success of programs in meeting demands of the job.

STUDENTS

Introduction

Entering students ultimately become the potential for continuation of the field. Therefore it is important that attention be given to their capabilities and professional motivation.

It is recognized that no single criterion for the admission of students can predict success or failure infallibly. However, it is generally accepted that defined or established national norms of standardized tests are of value in predicting academic achievement. Extra-curricular activities as well as characteristics noted by faculty and counselors are considerations helpful in predicting success or failure.

Criterion

6.1 Qualifications of students admitted to a program in home economics are comparable with those students in other areas of the institution.

Guidelines

6.11 There is a clear description of policies regarding student admission and advisement

6.12 Special attention may be given to the admission of disadvantaged students within the framework of the policies of the institution This includes programs which allow special admissions, tutorial service, and supportive follow-up such as in programs for the disadvantaged, economic opportunity programs, and others

Criterion

6.2 An organized system of counseling and professional guidance is available to all students in the home economics program so that their needs, interests, and abilities are considered in planning and implementing a program of study

Guidelines

6.21 There is a planned program for orienting the incoming student to the field which he plans to enter, including opportunities, and responsibilities inherent therein

6.22 Assessment is made of the competencies of students at entrance and appropriate individualization of the program is made

6.23 Consistent with the requirements of the institution and the specific profession the program is sufficiently flexible to take into consideration the background, goals, and interests of individual students

6.24 Student self-appraisal is encouraged and guided through counseling, advisement, appropriate testing, and exploratory experiences

6.25 Students are assigned to academic advisors identified with the profession which the student plans to enter

6.26 Student personnel and academic records are adequate and are available for use in guidance with their confidential nature protected.

6.27 Provision is made for effective, continuous career guidance and for assistance at the conclusion of the program in locating graduates in position for which they are professionally and personally suited

Criterion

6.3 The home economics unit makes provision for student participation in the areas of curriculum development and revision, in course and faculty evaluation and in student-faculty activities.

Guidelines

6.31 The organizational plans of the home economics unit indicate the role of students in matters of concern to them.

6.32 Students consult on a planned basis with home economics faculty and administrators regarding items mentioned in 6.3 above, improvement of facilities and/or other items of concern to all.

6.33 There is evidence that in the areas listed above contributions of the students are seriously considered.

6.34 Faculty attitudes within the home economics unit promote and support student involvement.

Criterion

6.4 There is evidence of an appropriate system of honors and awards in concert with all-institution standards.

Guidelines

6.41 When appropriate, students are encouraged to participate in all-institution honors programs where such programs are in operation.

6.42 Scholarships, student aid, and student employment programs found in the institution are available to students in the home economics unit.

Criterion

6.5 Opportunity is provided for professional growth and development of students.

Guidelines

6.51 Student organizations where leadership roles are practiced and developed are encouraged and supported.

6.52 Opportunity is provided for meaningful, supervised, field experience at several levels for exploration and for development of expertise in specific areas.

6.53 Provision is made for students to work with people of different ages and stages in the life cycle, and of different socio-economic, ethnic, and cultural backgrounds.

6.54 Opportunity is given for contacts and experiences with professionals in the field.

6.55 Opportunity is given for participation in professional and non-professional organizations, faculty-student seminars, and/or informal meetings.

Criterion

6.6 There is communication with alumni and periodic follow-up of graduates.

Guidelines

6.61 The follow-up of graduates provides assessment of:

a. the relevance of their preparation in relation to the positions they hold

b. their contribution to the profession

c. their continuing professional growth

d. their awareness of the importance of continuing education in contributing to professional growth and development.

SUPPORTING DISCIPLINES

Introduction

The field of home economics draws upon knowledge from several academic disciplines. These supporting or root disciplines include the behavioral sciences, the natural sciences, both physical and biological, and the humanities. Such disciplines contribute to the general education of the person and also provide generalizations which can be applied to strengthen family life. To strengthen or improve family life means to deal with the reciprocal effects of the family on its environment and assumes a value or goal direction. Thus each discipline is relevant.

On the premise that problems of families in the context with which the home economist confronts them are more social, political, and economic than scientific or technological a home economist regardless of specialization should have beyond that in the behavioral sciences. However, some specilizations within home economics necessitate depth of knowledge in one or more of the natural sciences.

Since the home economics professions involve working closely with a variety of people, communication skills are important to all students.

A home economics program is developed in the context of supporting courses from other departments and use is made in the home economics courses of the concepts from supporting disciplines.

Criterion

7.1 The home economics program includes courses from supporting or root disciplines essential to the general education of the person and which provide basic concepts or skills important to the area of specilization.

Guidelines

7.11 There is evidence that the courses have been identified which contribute to the development of competencies relative to the educated person and to the profession for which the program proposes to prepare.

7.12 An adequate number of courses are available in supporting disciplines to provide a working knowledge of the various needed subject matter areas.

7.13 A distribution or series of courses, seminars, and readings in the selected supporting disciplines beyond "first course" level are available for student election.

7.14 There is evidence that concepts introduced in the supporting disciplines are integrated into the content of the specialized programs.

7.15 The programs of all prospective home economists meet the requirements in the selected supporting disciplines.

Criterion

7.2 There is continuous program evaluation to determine the relevancy and value of the courses required or elected from the supporting disciplines.

Guidelines

7.21 The required courses and/or those recommended from supporting disciplines are based on an assessment of the pertinence of the concepts presented to the program of specialization.

7.22 Courses in supporting disciplines designed for home economics students exclusively are discouraged.

Criterion

7.3 Inter-departmental faculty conferences are a part of course planning in the supporting disciplines.

Guidelines

7.31 The requirements and goals of specialized programs are clarified in joint conferences of home economics faculty and faculty of supporting disciplines.

7.32 Course content designed to meet professional needs is defined and made available to faculty in the supporting disciplines.

Criterion

7.4 The educational preparation of the faculty offering supporting courses includes graduate study in the areas for which the faculty member is responsible.

PART II

ACCREDITATION PROCEDURES

INITIAL EXAMINATION

1. In applying for initial examination by the council for professional development (CPD), an institution seeking accreditation must file with the director of the AHEA office of professional development two copies of a formal application (Accreditation Form 1), and two copies of the institution's current catalog and transmit the application fee.

2. An informal preliminary examination of the institution's state of readiness to seek accreditation may be made by two or more members of the CPD by means of the material submitted, correspondence and/or by other appropriate means.

3. Based on the findings in "2" above, the director notifies the institution of the preliminary action taken on the application. If pronounced deficiencies are evident, an institution may be advised to withdraw its application until such time as noted deficiencies are corrected. If favorable preliminary action is taken, the institution is asked to use the self-evaluation forms as a guide to supply additional information. The forms and instructions needed are forwarded by the director to the home economics administrator.

4. The institution submits five copies of the self-evaluation report to the director for office use and for distribution to CPD members who will be responsible for reviewing the report. The report must be in the hands of the CPD members a minimum of four weeks prior to the meeting of the CPD.

5. Concurrent with submission of the self-evaluation report, the home economics administrator, with the approval of the chief executive officer of the institution confirms the readiness of the institution for an accreditation visit by the CPD and submits the initial accreditation fee. The institution may withdraw its request for accreditation at any time prior to final action by the CPD.

6. On the basis of the self-evaluation report and other evidence at hand the review subcommittee of the CPD recommends if a visit to the institution is warranted. (Because many institutions offer work in home economics and the visits are both expensive and time consuming, it is not the practice of the CPD to make such a visitation unless the institution appears to meet the standards for accreditation as set forth in Criteria for Accreditation. When there is a delay in visiting institutions requesting accreditation, provisional accreditation may be granted those institutions apparently meeting the minimum standards.)

7. If, on the basis of the self-evaluation report, the institution does not appear to be ready for accreditation and therefore a visit is not to be made, the director notifies the chief executive officer of the institution

with copies to other appropriate persons. The CPD notifies the home economics administrator, in writing, of the decisions, identifying problem areas and suggesting improvements. The institution may choose to withdraw its request for initial accreditation and apply later at such time as recommended changes have been made.

8. If, on the basis of the self-evaluation report, the institution appears ready and a visit is to be made, the director notifies the chief executive officer of the institution, with copies to other appropriate persons, of the CPD decision to send a visiting team.

    a. Dates for the visit are suggested.

    b. Visiting team members are identified (The home economics administrator may veto one or more of the persons suggested. If this should occur, alternate team members are appointed.)

9. The director, through correspondence or by telephone, establishes the visitation dates suitable to all persons involved, cooperating with other accrediting agencies as far as possible in scheduling joint visits if the institution so requests. The director, following the advice of the chairman of the visiting team, may inform the home economics administrator concerning the executive officers and other persons outside the home economics unit with whom the team wishes to visit and may indicate the priority and approximate amount of time to be spent on the several items of the agenda.

10. The visiting team spends a minimum of three days at the institution.

11. Before leaving the campus, the visiting team discusses and drafts a report of the visitation. The director is responsible for preparing and sending a preliminary draft of the report to members of the team for review. The team members return the preliminary draft with suggestions for change, deletion, additions, modifications, etc., --to the director who modifies the report in light of the suggestions received. The revised report is again sent to the team members and, except for the recommendation on accreditation status, to the chief executive officer of the institution and to the home economics administrator to allow them the opportunity to review and check the report's accuracy.

12. If team members have further suggestions, a third draft of the report is prepared. Changes suggested by officers of the institution being considered are appended. (The form and the detail of the report may vary with the circumstances. It must be recognized that it reflects the evaluation, synthesis, and judgment of the visiting committee only. The report does not repeat factual information furnished by the institution except as pertinent to the analysis.) The revised report is submitted to members of the CPD at least four weeks before their next meeting.

13. The CPD discusses the extent to which each program being considered meets all criteria for accreditation based upon the self-evaluation report, the visiting team report, and any additional information brought to the attention of the CPD by the chief executive officer of the institution or the home economics administrator after reviewing the preliminary report of the visiting team. If questions remain, the home economics administrator may be asked to supply other information.

14. The CPD recommends (or does not recommend) accreditation of the home economics unit.

15. At the earliest opportunity, the director informally notifies the home economics administrator of the CPD action.

16. Following the meeting of the CPD, the director writes the chief executive officer of the institution with copies to other appropriate persons, including the regional accrediting association, advising them of the CPD's action. A copy of the final report is sent to the chief executive officer of the institution, the home economics administrator, and the administrator to whom the home economics administrator reports, with additional comments from the CPD members, emphasizing the appraisal of strengths and weaknesses, and including any recommendations the CPD wishes to make.

17. If accreditation is withheld, the institution may appeal the CPD's decision by presenting additional evidence to the CPD. The AHEA board of directors is the body for final appeal if satisfaction cannot be gained through the CPD level. An institution does not reapply for an accreditation visit until all noted deficiencies have been corrected adequately.

18. If the action is to accredit, the decision is published in the next issue of the JOURNAL OF HOME ECONOMICS and the institution along with the program(s) offered are added to the list of those previously approved.

19. Reaccreditation follows a seven year cycle. Approximately nine months before the period in which the CPD plans a visitation, the chief executive officer of the institution and the home economics administrator are notified. The chief executive officer is requested to authorize a visitation, if possible and if the institution so desires, at the time of visits by other accrediting teams. The procedure is essentially that followed during the original accreditation visit excepting it is assumed that the institution is ready for the visit. An institution may be visited after a shorter interval of time if such a visit is deemed desirable by either the institution or the CPD.

POLICIES AND PROCEDURES FOR EVALUATION VISITS

1. The visit supplements the information in the self-evaluation report from the point of view of experienced and objective observers. There may be considerable latitude in determining procedures and methodology in site visits. However, as a rule the conference method of conducting a site visit is most favored and generally satisfactory.

2. The director contacts the chief executive officer and the home economics administrator of the institution to be visited, arranges mutually convenient dates for the visitation, submits the names of the proposed team and with the home economics administrator sets up the probable agenda for the visit.

3. Preparation for the visitation includes the following:

    a. At least four weeks prior to the visit, all members of the visiting team are sent a copy of the self-evaluation report

submitted by the home economics administrator, a current catalog of the institution, and any other pertinent materials available.

b. The chairman of the visiting team assigns areas for which each visitor is to be responsible during the visit and in preparing the report. Each team member is expected to have an over-all view but individuals assume responsibility for knowing the details of certain parts of the self-evaluation report.

c. The chairman of the visiting team, after studying the self-evaluation report notifies the director of any changes she wishes to make in the proposed agenda. The director, in turn, notifies the home economics administrator of such changes.

d. The visiting team arrives at the institution the day before the date set for the formal visitation and meets that evening in executive session.

4. It is expected that an evaluation visit includes some or all of the following:

a. On the evening prior to the start of the formal visitation an executive session to (1) determine a time and work schedule, (2) review the accreditation manual and materials at hand relative to the programs being offered, and (3) consider other necessary details. The chairman of the visiting team may make additional assignments concerning class and laboratory visits and other work to be done.

b. On the morning of the first day of the visit, a conference with the home economics administrator (1) to review final details of the visit including the time schedule and (2) to discuss the following: operating finances, relationships with institution administration, and selected special topics agreed upon by the administrator and the visiting team chairman. This conference is arranged so that the visiting team may be oriented to particular problems. It also is intended to orient the administrator to the methods and procedure of the team.

c. Tour of the teaching facilities.

d. Conferences with the administrator to whom the home economics administrator reports, the admissions officer, the librarian most concerned with the home economics holdings, and others who contribute to the success of the home economics programs, as representatives of agencies with which students

have work experiences, placement officer, etc. The agenda for the conference with the executive officer to whom the home economics administrator reports may be prearranged and mutually agreed upon between the home economics administrator and the chairman of the visiting team. Often the conference discussion focuses upon changes and progress that are being effected by the institution and the home economics unit.

e. Conferences with department chairmen (if the home economics unit is departmentalized)., faculty members having teaching or administrative responsibilities for professional program(s) offered, other faculty members, and students. The chairman of the visiting team may assign one or more of the members of the visiting team to visit classes and laboratories, confer with and observe student performance, and consider other factors of interest.

f. Summary conferences with the chief executive officer of institution or his appointed representative and with the home economics administrator.

5. In addition to the prescheduled conferences with administrators, faculty students, and others, the visiting team expects to review some or all of the following materials and data (all should be readily available):

a. A syllabus outlining the reasonable detail course content of departments and/or divisions

b. Lists of textbooks, laboratory manuals, and reference materials used by departments and/or divisions

c. Copies and/or examples of quizzes, mid-term and final examinations, term papers, and special study assignments used by departments and/or divisions

d. Files that include academic records (The team should be permitted to select folders at random from the files rather than having certain records pulled.)

e. Evidence of any contact the undergraduate students may have with research.

6. Sometime during the last day of the visit and prior to scheduled visits with the administrators the team meets as a unit to discuss observations and to make suggestions for educational improvements in various areas. Each member of the visiting team prepares his portion of the

report before leaving the site. On the last afternoon of the visit the team meets with the chief executive officer of the institution at which time the visiting team may present an objective analysis of the strengths and weaknesses of the home economics unit and may learn the chief executive officers plans for further development of the unit. The team also meets with the home economics administrator and any department chairmen or program directors the administrator wishes to be in attendance. Again the team may present an objective analysis of the strengths and weaknesses of the home economics unit and the program offered and make constructive suggestions for future development of the home economics unit.

PROTOCOL DURING AND RESPONSIBILITIES
FOLLOWING THE VISITATION

1. Unless otherwise directed by the chairman of the visiting team, the home economics administrator is expected not to remain in the room with the visiting team during conferences with faculty and students. Visiting team members are free to discuss department and division programs with chairmen and faculty members throughout the site visit.
As a general rule, the recommendation of the home economics administrator determines protocol to be followed during conferences with the chief executive officer of the parent institution and/or his appointed representative.

2. The following guidelines for visiting team members describes their responsibilities:

   a. Visiting team members are expected not to accept invitations involving purely social entertainment. The CPD firmly believes that the primary function of a visiting team is evaluation and review. No distraction from this purpose can be permitted. However, a coffee-hour, tea or dinner, at which time all faculty members and the team meet may be a desirable introduction to the visit. When such a meeting can be scheduled sometime during the first day of the visitation it does much to set all concerned at ease. Likewise, having lunch, a cup of coffee or tea or even dinner with one or more members of the faculty may be a helpful experience and need not take an undue amount of time.

   b Self-evaluation reports, catalogs, and other pertinent material are mailed to visiting team members at least four weeks prior to a site visit. Each team member is expected to have studied the entire self-evaluation report prior to the site visit and to have in mind details contained in the portion of the report assigned to him.

   c. Visiting team members are expected to plan time out of the office to permit attendance during all scheduled conferences. Late arrival or early departure from site visits reduces the efficiency and effectiveness of the visiting team and can be considered a breach of etiquette adversely affecting the visiting team's competence and the CPD's prestige.

d. Although visiting team members discuss general findings with the home economics administrator during the summary conferences, visiting team members should not express personal or team views that relate in any way to the accreditation status of the unit undergoing evaluation. Decisions regarding the accreditation status of units under consideration are determined by the CPD only, at regularly scheduled CPD meetings following discussion and review of the self-evaluation report and of the report and recommendations of the visiting team.

e. Visiting team members are expected to participate actively in conference discussions and individually review administrative or academic problems with administrators, department chairmen, and faculty. In view of the tight scheduling of conferences, visiting team members are expected to cooperate with the chairman of the visiting team in adhering closely to prearranged conference schedules. Visiting team members are requested to refrain from expressing personal observations regarding teaching methodology or technique not considered relevant to the conference. The CPD reminds visiting team members that department chairmen and faculty have given considerable time and thought in preparation for the team's visit. It is therefore assumed that the visiting team will allow chairmen and faculty members an opportunity to explain their teaching methodology, course content, and department philosophy. Above all, visiting team members are to refrain from telling "how we do it"!

f. During executive sessions, team members are expected to review, evaluate, and discuss all aspects of the programs being evaluated. An executive session is held during the evening of the day preceding the first day of the site visit and at scheduled intervals during the site visit. In this manner the team obtains a consensus that subsequently serves as a basis for drafting an evaluation report.

g. Team members are expected to study, review, and comment on the evaluation report drafts mailed to them by the director after the site visit. Prompt response to report drafts by visiting team members is essential to the preparation of evaluation reports for the CPD review and action at regularly scheduled CPD meetings. It is not enough to assume that no reply means approval.

h. When evaluation reports are presented to the CPD for review and action during a regularly scheduled meeting, the chairman of the visiting team may be invited by the chairman of the CPD to participate in the discussion of the programs evaluated and, if necessary,

explain and elaborate on team reports as directed by the CPD chairman. However, this would be an unusual rather than a common procedure. The director who as a rule will have accompanied the visiting team, will attend the CPD meetings as an ex-officio member.

i. Visiting team members are expected to regard all information and data obtained during the site visit as confidential. All evaluation reports and accreditation actions of the CPD are regarded as confidential and privileged information. Therefore, disclosure of personal or team views at any time before, during, and after site visits and CPD review is not authorized. Subsequent to the site visit and approval of the formal report, team members are requested to return to the director their copies of the self-evaluation report and all other documents pertaining to the visit.

COMPILATION OF VISITING TEAM REPORTS

1. The National Commission on Accrediting (NCA) requests that accrediting agencies submit a written report to the institution under evaluation subsequent to the completion of each site visit. Further, the NCA requests that evaluation reports be transmitted to the chief executive officer of the institution where the home economics unit being evaluated is located and include comments on the institution's areas of strength, areas needing improvement, and suggested means for improvement. The NCA also recommends that the chief executive officer of the institution be given an opportunity to read and comment on the preliminary report draft of the visiting team, except for the recommendation on accreditation status, before it is submitted formally to the accrediting agency for action. Submitting the preliminary reports to the chief executive officers and the home economics administrators of the institutions may delay accreditation action; however, the CPD believes strongly that the NCA's recommendation in this matter must and should be followed.

2. Preparation of the team report may be the most important aspect of accreditation. The team report and the self-evaluation report provide the information available to the CPD upon which to base accreditation status and to formulate recommendations which may have a far-reaching impact upon the character of present and future home economics programs. The evaluation report must serve not only the CPD adequately as a basis for decisions and recommendations, but also officials and administrators of educational institutions as an impartial guide to the qualitative aspects of the programs offered. Ideally, the report should embody and reflect a comprehensive and impartial review of the qualitative aspects of the curricula under survey by the CPD. Evaluation reports, therefore, should reflect the CPD's sensitivity to the manifold problems confronting institutions of higher learning and also demonstrate the integrity of the CPD in its effort to provide constructive suggestions and evaluation of educational and professional programs conducted for the home economics profession. Although there is no rigid format for the development of an evaluation report, the following describes the usual procedure. Each member of the

visiting team prepares a preliminary draft of his part of the report before leaving the site area. Therefore, the director is able to draw up the first draft of a comprehensive report within two weeks of the visit. A copy of the report is sent each member of the visiting team. The report is reviewed by the team members at once and returned to the director with comments and suggestions for revision. The director revises the report, taking into consideration the suggestions of the team members. The revised report is then sent to the chief executive officer of the institution, and the home economics administrator for verification of the factual aspects and to each member of the visiting team. If the chief executive officer and/or the home economics administrator take issue with any portion of the main body of the report, their comments are added to the final report as a supplement (minor suggestions or comments may be added as footnotes). If team members have additional comments, a second revision is prepared by the director. The report should:

a. present an objective analysis of the strengths and weaknesses of the home economics unit and of the program(s) being offered and make constructive suggestions for future development of this (these) program(s);

b. corroborate (or repudiate) the statements made in the application and self-evaluation report;

c. contain additional information gathered by the visiting team;

d. give an evaluation of the institution to the CPD as a guide for its action.

The report is in two sections;

a. The first part of the report is a presentation of pertinent facts, observations, and impressions. Since the institution receives a copy of this section of the report, it must be written so that it can be transmitted without change, editing, or deletion to the chief executive officer of the institution and to the home economics administrator. The report should be as succinct as possible, but it must contain information substantial enough to enable the CPD to take action. Information already given in the self-evaluation report and supporting documents should not be repeated except as necessary to support the findings of the team.

b. The second part of the report consists of specific recommendations for CPD action. The form in which official recommendations for improvement are presented to the administration of the institution is the responsibility of the CPD. The CPD, however, needs precise and detailed recommendations as a basis for action. This part of the report should contain the following:

.Any specific recommendations of a confidential nature which should not be transmitted to the institution in the preliminary report, but should be presented for the information of the CPD.

.The team's opinion as to whether the institution's application should be approved.

3. Evaluation reports approved during a regular CPD meeting are transmitted to the chief executive officer of the institution and the home economics administrator. Decisions to publicize reports in part or in full are considered to be the responsibility of the officials of the institution.

REPORT OF VISITING TEAM
(Suggestions for points to consider in preparation)

In general the report of the visiting team should parallel the criteria and the self-evaluation report. However, certain background material is helpful in understanding and evaluating a home economics unit. For this reason the three sections Introduction, Goals and Objectives, and Budget and Financial Management are included.

1. Cover page. Name and location of institution, date of visit, visiting team members, any others present as observers, staff member responsible for compiling report, and list of programs offered by the home economics unit.

2. Introduction. A brief statement concerning the institution--size; type, i.e., private, community, state, land grant, etc.; organization--schools, colleges, divisions, etc.; place of home economics in organization; and such other information that may be helpful to the CPD in understanding characteristics of the institution.

3. Goals and objectives. The goals, objectives, or purposes of the institution and of the home economics unit may be quoted here even though they were included in the self-evaluation report. These are especially important in evaluating the home economics unit so it is well to have them freshly in mind. Note any inappropriate objectives or any discrepancies between the stated objectives and the examiner's impression of what the actual objectives are. Are they realistic? Are they attainable?

4. Budget and financial management. Include any observations regarding financial operations of the unit with particular reference to financial support of the parent institution, adequacy of this support (as compared with other departments or divisions on the campus?? or as compared with other home economics units of similar size??), channels for budget administration, and any other pertinent information not included in the self-evaluation report.

5. Organization and administration. As needed to clarify the self-evaluation report, include a statement describing the administrative

organization of the home economics unit and the programs offered and their relationship with the administration of the parent institution.
How do you evaluate the home economics administrator's load. Is it such that he has time and energy to execute effectively his administrative duties and teaching responsibilities, if any? Are his responsibilities clearly delineated and understood? Is his authority commensurate with his responsibility?

How are curricular and educational policies established? To what extent is the faculty involved? Consider the general characteristics of the institution and the specific practices in the home economics unit. Compare your impression with the response given in the self-evaluation report.

6. Faculty. Describe the education, competence, and performance of the faculty based on a study of the faculty personnel sheets, conferences with faculty, students and others, available data of institutional evaluation of teaching, and observation of their teaching as a result of class visitations. Report any special observations on faculty teaching loads. Does the self-evaluation report accurately represent the faculty load situation in the home economics unit? What is the faculty morale? Are all faculty teaching in the areas for which they are academically prepared?

7. Library, audio-visuals, and other teaching aids. Evaluate holdings and location of holdings in relation to what is normally needed for the curricula offered. Are the annual appropriations for these items adequate? Are the appropriations appropriately utilized? To what extent are "other media" adequate? Are the faculty satisfied with the holdings of books, periodicals, and other teaching aids? Are they making satisfactory use of these items?

8. Physical facilities. Are physical plant and equipment adequate in terms of space, laboratory facilities, audio equipment, lighting, temperature and humidity control, maintenance, etc.? To what extent does office space provide comfort for working? Privacy for counseling?

9. Programs. Consider the overall home economics requirements and the requirements specific for each professional program. How do the curricula relate to the stated objectives of the home economics unit? Any significant departure from common practice should be noted and evaluated. In what ways are the criteria as given under Programs met? Where are they inadequately met? Include "Strengths," "Weaknesses," and "Recommendations" for each professional program.

10. Students. Summarize impressions regarding competence, morale, and level of accomplishment of students in home economics. How do they compare with other students on the campus?
If the self-evaluation report does not include enrollment for the academic year in which the visitation is made, obtain it and include in the report. Report on admission, retention, and record keeping policies of the home economics unit, noting particularly discrepancies from institution-wide policies.
Study the records (programs of courses) of current students and recent graduates and compare with statements regarding program.

11. Supporting disciplines Is cooperation between the home economics unit and areas offering supporting courses satisfactory? Are courses beyond the "beginning" level available for students who wish to strengthen their background in the supporting disciplines? i.e., economics, psychology, physiology, etc.?

COUNCIL REVIEW AND ACTION ON EVALUATION REPORTS

1. The CPD has the authority to accept or reject the recommendation of the visiting team.

2. All evaluation reports are reviewed by the CPD in executive session. Executive sessions are restricted to CPD members, staff, and on special occasions to certain visiting team members who may be invited by the CPD chairman. Visiting team members will not be expected to attend CPD meetings unless they are specifically invited by the CPD chairman. However, the director (or other staff member) who accompanied the visiting team will be present and will represent the views of the visiting team when called upon to do so.

ANNOUNCEMENT OF ACCREDITATION ACTIONS

1. The American Home Economics Association is responsible for announcing accreditation decisions. These announcements are of significance to universities and colleges, junior colleges, and public school systems. The Association recognizes the importance of the accreditation of professional programs to parents and students; guidance counselors; high school faculties; and national, state, and local agencies concerned with providing career information for today's youth.

2. The Association routinely publishes the list of accredited home economics units in the JOURNAL OF HOME ECONOMICS. Lists of accredited home economics units and programs offered are distributed to educational institutions and administrators, the National Commission on Accrediting, the regional accrediting agency members of the NCA, as well as to other interested agencies, organizations, and individuals.

AMERICAN HOME ECONOMICS ASSOCIATION
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

ACCREDITATION FORM I
APPLICATION FOR ACCREDITATION

The institution listed below is applying for accreditation of its home economics unit.
Three copies of this application three copies of the institution's current catalog, and the application fee of $100.00 are transmitted herewith.

1. **Name of institution** _____
2. **Address** _____
3. **Name of home economics unit:** College____ School____ Department____ Other (specify)_____
4. **Name of home economics administrator** _____

   Titles: Dean____ Chairman____ Head____ Other (specify)_____
5. **Type of institution:** State or Land-Grant____ Municipal____ Private____ Other (specify)_____
6. **Regional accrediting agency** _____ Date of last Accrediting visit _____
7. Do you wish the AHEA accreditation visit to coincide with that of other agencies? Yes____ No____ If yes, when? _____ How many agencies will be involved? Specify_____

   _____
8. **Number of faculty in home economics unit:** Full-time____ Part-time____ Total Full-time Equivalent____
9. **Total institution enrollment** (full-time equivalent): Undergraduate____ Graduate____
10. **Home economics enrollment** (full-time equivalent): Undergraduate____ Graduate____
11. Number of home economics majors who received the baccalaureate degree during the last academic year (include for an entire year)_____ Year for which data is given _____
12. Home economics programs offered and number of junior and senior majors enrolled in each:

	No. of Juniors	No. of Seniors

Signed: _____ _____
CHIEF EXECUTIVE OFFICER OF THE INSTITUTION — HOME ECONOMICS ADMINISTRATOR

_____ _____
DATE — ADMINISTRATOR TO WHOM HOME ECONOMICS ADMINISTRATOR REPORTS, AND TITLE

(Send original plus first two copies to AHEA)

PART III

GUIDE
for
THE SELF-EVALUATION REPORT

GENERAL INSTRUCTIONS

The Self-Evaluation Report is the single most important item in helping the Council for Professional Development decide whether or not an institution is ready for a visitation. It is therefore essential that all information requested be furnished as completely and succinctly as possible. Although it may seem that a great deal of detailed information is requested, supplying the information now saves much time during the visitation and helps free the visiting team to concentrate on quality aspects of the home economics unit rather than quantity. Not all information requested parallels the criteria and guidelines but all will be helpful in evaluating the home economics unit. All offerings in the home economics unit will be considered. Professional programs are classified under the following categories:

Home Economics in Business
Home Economics in Dietetics and Food Service
Home Economics in Education
Home Economics in Extension and in Community Agencies

If there is more than one option in each program, these should be shown separately on Form 5. For example:

Program:	Home Economics in Business		Program:	Home Economics in Education
Option:	Retailing	OR	Option:	Secondary School
			Option:	Nursery-Kindergarten

SPECIFIC INSTRUCTIONS

The institution should send to the director of the office of professional development, American Home Economics Association, *FIVE COPIES* of the finished report (each copy to be fastened in separate cover).

It is recommended that all headings and questions be copied directly from the self-evaluation guide with the replies in each case following in whatever length is required for a complete answer.

All pages of the report should be numbered consecutively.

The report should contain a table of contents at the front of the document.

Forms 1 to 6, completely filled in should be attached as an appendix.

The appendix should also include additional documents, carefully identified, which provide pertinent information such as the constitution of the home economics unit, minutes of faculty meetings, annual reports. The appendix should be complete for all five copies of the self-evaluation report.

FIVE COPIES of the institution's current catalog should accompany the report.

INFORMATION TO BE SUPPLIED WHEN AN INSTITUTION REQUESTS ACCREDITATION

GENERAL INFORMATION

Name of home economics unit requesting accreditation _____

Name of parent institution _____

Address _____

Regional accrediting agency under which parent institution comes _____

_____

Name, title, and official position of person preparing report _____

_____

Date _____

1. List principal executive officers of the institution (may refer to a page in the catalog if the listing is current).
2. Show by chart the administrative authority of officers of the parent institution. Indicate to whom the director of home economics is responsible. Designate lines of authority in financial matters, policy formation, staff appointments, plant operation, curriculum development, student admissions, and so forth.
3. What is the length of the appointment of the home economics administrator?

GOALS AND OBJECTIVES

1. What are the overall purposes of the institution?
2. What are the overall purposes of the home economics unit?
3. What is the rationale in support of the purposes and objectives of the home economics unit? Consider the following:
   a. institutional purposes and organizational factors affecting home economics
   b. needs and interests of the students
   c. forces in society affecting home economics
   d. beliefs about home economics in higher education
4. How frequently are the objectives of the home economics unit reviewed?
   a. When were they last reviewed?
   b. By whom were they reviewed?
   c. What are future plans for reviewing objectives?
5. To what extent have the objectives been influenced by groups and/or agencies outside the home economics unit (for example, alumni groups, advisory committees, state department of education, and professional organizations)?

BUDGET AND FINANCIAL MANAGEMENT

1. Describe the procedures used in developing the budget request for home economics including names and titles of persons involved, extent of faculty input, and line of transmittal.
2. Describe the procedure by which the financial affairs of the home economics unit are administered.
3. Show amount of the total home economics budget for the current year and show by either amount or percentage the source of these funds (do not include funds for research).

4. Show the expenditures from the home economics unit for the last year of record (for example, salaries, institutional supplies, travel, etc., but omitting research).
5. Discuss the adequacy of the financial resources of the home economics unit
   a. in terms of stated goals and objectives.
   b. for current and anticipated programs.
6. What funds are available for home economics research? Report each project, using Form 1.

ORGANIZATION AND ADMINISTRATION

1. To what extent does the home economics administrator and/or other members of the home economics faculty participate in all-institutional faculty committees and/or organizations in which policies of the institution as a whole come under consideration?
   a. Show all such participation during the past *five* years (current activities should show on Form 4).
   b. On what basis—election, appointment, etc.—are members selected?
2. What evidence is there that the institutional administrative personnel have an understanding of and a concern for the needs and problems of the home economics unit?
3. What is the administrative responsibility and authority of the director of home economics? (Quote from authoritative source if possible.)
4. a. What is the organizational structure of the home economics unit? (Be sure to include home economics education, showing its place in relation to other areas of home economics.)
   b. Does the home economics unit have a constitution, procedural rules, or other form of guidance? If so, attach a copy. If not, explain how the unit functions.
5. How does the organizational structure within the home economics unit encourage communication, coordination, and interaction among administrative officers, faculty, and students? Be specific.
6. a. How often are general home economics faculty meetings held? For what purpose are such meetings held?
   b. Are minutes of these faculty meetings kept? If so, attach copies for the past academic year (one set for each of the five copies of the report).
7. Does the home economics administrator submit an annual or biennial report to the president, board of trustees, or other person or group? If so, append a copy of the last such report (to each of the five copies).
8. a. If the home economics unit is departmentalized how often are departmental meetings held? Be specific for each department.
   b. Are minutes of these departmental meetings kept? If so, attach copies for the past academic year (to each of the five copies).
9. If the home economics unit is departmentalized, do the department heads submit annual reports to the home economics administrator? If so, append copies of the last annual reports (to each of the five copies).
10. How are faculty members informed of the established policies of
    a. the institution?
    b. the home economics unit?
11. What types of responsibilities generally fall within the purview of the home economics faculty as a total unit? Give examples.

12. How and to what extent do the faculty for home economics participate in the formulation of
    a. long range plans for home economics?
    b. educational policy and programs within home economics?

13. Describe the home economics unit's committee structure.
    a. List the standing committees.
    b. List the *ad hoc* committees (current).
    c. To what extent is there student representation and participation on these committees? Describe specifically.
    d. How are members of these committees selected? Be specific for both faculty and students.

14. List and describe activities of professional personnel who assist the home economics administrator (include names, titles, and/or ranks). Activities may be described in somewhat more detail than in Form 4.

15. How does the home economics administrator encourage and help faculty members to continue their professional growth?

16. Describe the orientation plan for new full-time and part-time faculty members. Does this include responsibility toward fiscal management?

17. a. List and describe ways the home economics unit serves other areas in the university (i.e., course in nutrition required of nursing students, course in consumer buying open to all students in the institution, etc.)
    b. State the number of non-home economics majors who took courses in home economics during the past academic year.

18. How are faculty members made aware of their responsibility toward fiscal management?

19. Describe the process required to establish policies and procedures relating to the following:
    a. curricular requirements common to all students in home economic programs
    b. special curricular requirements within professional programs

20. Outline the procedure (steps) by which a new home economics program is initiated, approved, and implemented.

21. If the home economics unit has a curriculum committee,
    a. Who are members? Give specific titles and individual qualifications of committee members
    b. What is the function of the committee?
    c. To what extent does the committee review syllabi or course outlines to check for unnecessary duplication? To what extent does the committee attempt to evaluate these?
    d. To what extent does the committee concern itself with innovations in program planning?

22. What general university policies govern the assignment of clerical and other supporting services to the staff?
    a. List the clerical and supporting services presently assigned to the home economics unit.
    b. To what extent have requests from faculty for clerical and other supporting services been honored by the following:
        1) the general institutional administration?
        2) the home economics administration?
    c. To what extent do the requests for clerical and other support personnel, and the honoring of such requests, compare favorably to other comparable units within the institution?

FACULTY

1. Describe the procedures by which appointments are made to the faculty of the home economics unit.

2. Does the home economics unit have a program for visiting and exchange professorships and consultants? If so, describe.

3. Supply the information requested in Form 2, including each member of the professional staff of the home economics unit (administrative, teaching, extension, and research, both full-time and part-time).

4. Submit the instructional load report for the current academic year and for the year immediately preceding, using Form 3.

5. Submit personnel data, complete for each member of the home economics faculty both full-time and part-time, using Form 4 (this, to be filled out by the individual faculty member).

6. a. State the institutional policy for full-time and part-time faculty regarding the following:
   1) expense allowance to professional meetings
   2) leaves of absence other than sabbatical
   3) life and health insurance
   4) outside employment, for example, consultations
   5) retirement plans
   6) sabbatical leaves
   7) tenure

   Attach descriptive literature, if available, for each of the items above.

   b. To what extent have home economics faculty participated in all benefits listed under "a"? Be specific relative to 1, 2, 4, and 6.

7. Describe means and criteria used for evaluating overall faculty effectiveness.
   a. Include relative overall emphases placed upon research and publications, teaching and advising, and service within the institution and within the home economics unit.
   b. Include home economics unit participation in institutional teacher evaluation programs (if there is one). Attach evaluation form.
   c. Include peer evaluation procedure if used.
   d. Include role of students in the evaluation of the institutional instructional program.
   e. In what ways are certain areas of effectiveness rewarded more than others? Be specific (promotions, salary, stipend for teaching assistants as compared with research assistants, etc.).

8. a. What is the institutional policy for full-time and part-time faculty regarding:
   1) advising and counseling of students?
   2) allocation of administrative and other responsibilities to faculty members in addition to teaching?
   3) faculty research?
   4) rank and promotion?
   5) relevancy of instructor's special preparation and scholarly interest to teaching assignment?
   6) salaries and salary increments?
   7) special professorships and/or endowed chairs?
   8) teaching loads?

   b. Describe the role of the home economics administrator in the designation of the above for faculty members in the home economics unit.

c. Describe any deviations in the above for members of the home economics faculty. For example:
   1) How do salaries in the home economics unit compare with salaries in other professional units on the campus?
   2) Are part-time faculty paid proportionately to full-time faculty members? Describe any exceptions.

9. a. If the teaching assignments for any home economics faculty member have been outside of his field of advanced preparation and/or scholarly competencies, state the reasons.
   b. Where professional experience is desirable for the special programs, do the principal teaching staff have this experience (i.e., a registered dietitian with experience in charge of the dietetics program, a person in charge of the home economics in business program who has had experience in the business field, etc.)?

10. a. How are faculty members who serve as advisers to clubs and other organizations in the home economics unit selected?
    b. Do faculty receive any reduction in teaching load for this service? Explain.

11. To what extent are in-service seminars conducted to discuss teaching and evaluation materials? Describe.

12. a. Assess the adequacies and/or inadequacies of the following:
    1) communications within the home economics unit
    2) communications within the institution
    b. If communications are inadequate, suggest how these might be improved.

13. To what extent is there interaction between the home economics faculty and professionals within other disciplines? Cite examples.

LIBRARY

1. To what extent is the book and periodical collection in the library adequate?

2. What policies and procedures determine
   a. the home economics unit's final acquisition request?
   b. the disposition of the home economics unit's requests by the professional librarians responsible for acquisitions? How do instructional departments know their requests have been met?
   c. the final accounting of processed orders for the home economics unit?

3. To what extent do faculty make library assignments? Be specific by citing examples of library assignments and the frequency with which such assignments are made.

4. Are home economics unit acquisitions financed
   a. solely from the general library budget?
   b. solely from the home economics unit library budget?
   c. jointly by general library and home economics funds?
   d. other? Specify.

5. a. What was the amount spent for home economics library acquisitions each of the past five years?
   b. What was the budget allocation for home economics library acquisitions each of the past five years?

6. How adequate is the library budget allocation? Support your statement of adequacy.

7. What effort is made to familiarize new students and new staff with campus library facilities?

8. Does the general institutional library meet the American Library Association's standards in its class?

9. a. At what hours each day is the library regularly open?
   b. Does the library maintain open or closed stacks?

10. Are the home economics unit acquisitions housed
    a. solely in the general university library?
    b. solely in the home economics unit library?
    c. jointly in the general library and a home economics unit library?
    d. other? Specify.

11. a. To what extent does the library provide materials and instructional media such as microfiche, microfilm, and other similar materials?
    b. Describe adequacy of equipment as to quantity, availability, and up-to-dateness.

12. a. If there is a home economics library committee, is a professional librarian on the committee?
    b. What is the function of the home economics library committee?

13. State specific strengths and specific weaknesses of your library in relation to your professional goals.

PHYSICAL FACILITIES

1. Describe the facilities available to the home economics unit for offices and for teaching and other activities related to the carrying out of the academic program. Discuss the adequacy of each.

2. Are there facilities and opportunities for research? Describe.

3. To what extent are available space and equipment adequate to accommodate
   a. all students in the home economics program?
   b. students in other areas who wish to elect courses in home economics?

4. Describe features of the home economics facilities, such as exhibit areas, reading rooms, areas for independent study.

5. Describe areas needing improvement and how this is being accomplished.

6. To what extent have requests from instructional departments for improvements in physical facilities been honored?

7. a. Describe the provisions for daily and long-time maintenance of the physical facilities of the unit (include equipment).
   b. Who supervises such maintenance?

PROGRAMS

1. Where possible, cite page (or pages) in the catalog which show curricular requirements for each program in the home economics unit. See Form 5 for the pertinent information to be included.

2. a. What ratio does the institution seek to maintain between the professional studies component and the general studies component?
   b. Who determines this?
   c. Give supporting evidence.

3. Describe the process by which substitutions may be made for "required" courses, distinguishing between core requirements and professional preparation requirements.

4. a. What methods of instruction predominate (discussion groups, observations lectures, field trips etc.)?
   b. What types of teaching materials do the faculty tend to favor (slides, movies, learning packages, audio tutorial materials, tapes, etc.)?
5. What evidence can you give that methods of instruction promote critical thinking and synthesis of learnings?
6. a. Are syllabi and/or course outlines prepared for each home economics course?
   b. How are these materials distributed? Indicate where these are filed (for example: faculty members' files, department files, central home economics office files, etc.).
   c. How frequently are they up-dated?
7. How do you justify the offering of each of the different programs by your home economics unit?
8. How are the home economics programs offered related to the objectives and purposes
   a. of the university?
   b. of the home economics unit?
9. a To what extent are prerequisites and corequisites listed for courses in home economics?
   b Under what conditions are prerequisites and corequisites waived?
10. a Have all courses listed under home economics been taught during the past two years?
    b. If not, why not?
11. a. To what extent are practicums required or are readily available for each professional program?
    b. What special learning experiences are provided in the practicums?
    c How are practicums supervised?
12. a. To what extent are home economics programs modified to meet the special interests and capabilities of students? Give examples of program modifications that are made.
    b. How are special interests and capabilities of students assessed?
13. a. Assess the strengths and weaknesses in the instructional program of the home economics unit.
    b Where there are weaknesses, what plans are there to strengthen the programs in these respects?
14. a. What new programs and changes in the present programs are being considered?
    b. Who initiated these? Be specific (home economics administrator, head of clothing and textiles, etc.).
    c. What is their current status?

STUDENTS

1. Complete Form 6.
2. Describe promotional activities and methods of recruiting home economics students:
   a. as done by general university personnel (admissions officers, counselors, dormitory directors, etc.)
   b. as done by home economics staff and/or students.
3. Explain the policy and procedure for admission of students to the institution and provide information on testing programs for students. Be specific, naming tests, etc.
4. Describe any admission policies for the home economics unit that are different from those of the institution as a whole.

5. How is the number of beginning students that can be accepted each year by the home economics unit determined?

6. How many applications for admission to the home economics unit were received for the current year? How many were accepted?

7. a. What is the policy for admission of students to each professional program in the home economics unit?
   b. How many students currently are enrolled in each professional program?
   c. How many students were denied admission to each program during the last two years?

8. Are all home economics students advised by home economics faculty members? If not, describe the plan for academic advising of these students. Describe the rationale and plan for academic advising and program planning as done within the home economics unit including
   a. orientation of advisees
   b. number of advisees assigned to each home economics adviser
   c. any reduction in teaching load for faculty advisers

9. What counseling services are readily available to every home economics student
   a. in the institution?
   b. in the home economics unit?

10. What assessment is made at the beginning of the program as to the level and quality of each student's achievement, interests, and potential for purposes of individualizing his program?

11. What provisions are there to further the interests of the exceptional learner
   a. in the institution?
   b. in the home economics unit?

12. a. What is the grade point average required for students to continue at the institution?
   b. What grade point average is required for students to continue in a home economics program?
   c. Does this vary for different professional programs in home economics? If so, how?

13. What procedures are used to acquaint students with the progress they are making during any given term (mid-term reports, etc.)?

14. a. To what extent does the institution or the home economics unit maintain a comprehensive system of records for all students that is readily and easily available to faculty members and placement officers for professional purposes?
   b How is the confidential nature of the records safeguarded?

15. What procedures are used to determine general and professional competencies of home economics students at the time of graduation?

16. Is a graduate of the home economics unit with a bachelor's degree eligible to enter the graduate school of the university?

17. a. Estimate the number of graduates in the last five years who have applied for graduate study (in any university).
   b. Estimate the number of graduates in the last five years who have been accepted for graduate study.

18. What provisions encourage the student to communicate with faculty and other students?

19. How and to what extent are home economics students involved in student government programs and other extracurricular activities?

20. What were the major concerns of the home economics students during the past two years about the home economics programs now in effect?

21. a. What provision is made within the home economics unit and/or the institution for scholarship aid, loans, and part-time jobs?
    b. To what extent does the home economics unit assist students in obtaining jobs?
    c. Approximately what percentage of the home economics students hold jobs during the year?
    d. Approximately what percentage of the home economics students obtain loans and/or scholarships to help them through school?
22. Describe ways in which opportunities are provided for professional growth and development of home economics students through affiliation with professional organizations, service functions, etc.
23. a. What means are used by the institution to evaluate the home economists it has prepared?
    b. What evaluative evidence do you have of the home economists prepared by the institution with implications for the program?
24. What proportion of the home economics graduates accept professional employment in the area for which they prepared?
25. Discuss graduating senior and alumni placement policy and practices.
26. What alumni organizations are there and what do they do for the home economics unit?

SUPPORTING DISCIPLINES

1. List the non-home economics units (departments) in the institution which serve the home economics unit by providing
    a. courses of instruction
    b. faculty members for specific teaching assignments within home economics
2. Describe briefly the procedure by which the home economics unit obtains service from
    a. other units
    b. individuals
    c. agencies
3. a. If in your opinion, there are areas in which an inadequate number of courses in the supporting disciplines are available, what are the areas and courses?
    b. What is done to overcome this lack?
4. a. To what extent do home economics courses build on courses required from supporting disciplines?
    b. Are these courses listed as prerequisites in the catalog?
    c. When are exceptions permitted?
5. How do faculty members of departments in different units of the institution
    a. familiarize themselves with the content of courses offered by other departments?
    b. arrange to discuss the curriculum and the content of courses taught in their area?

AMERICAN HOME ECONOMICS ASSOCIATION
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Self-Evaluation Form 1

RESEARCH

Supply the information requested below for each research project.
(Use complete titles and names.)

Department	Project		Leader of Project	Source of Funds	Amount of Funds
	No.	Title			

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Self-Evaluation Form 2

PROFESSIONAL STAFF DATA SUMMARY SHEET

Provide the following data, listing staff from h ghest to lowest professional rank.

Name and Rank of Staff Member	Highest Earned Degree and Date	Major(s) at Master's Degree Level	Major(s) at Doctoral Degree Level	Present Major Assign-ment* and Area	Percent of full-time Employment in Regular School Year	Appoint-ment for Academic or Fiscal Year (9mos or 12mos)
(Example) Professor Mary Ann Smith	Ph.D. 1967	H Ec.Ed. F. & N.	Coll. Teach. H.Ec.Ed.	Teaching H.Ec.Ed.	50%	

* Teaching, Research, Administration, Extension, Other

S-E Form 2 (11-7)

FORM 2, Page 2

Name and Rank of Staff Member	Highest Earned Degree and Date	Major(s) at Master's Degree Level	Major(s) at Doctoral Degree Level	Present Major Assign-ment* and Area	Percent of full-time Employment in Regular School Year	Appoint-ment for Academic or Fisc..l Year (9mos or 12mos)

* Teaching, Research, Administration, Extension, Other

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Self-Evaluation Form 3

PROFESSIONAL STAFF ASSIGNMENT SUMMARY SHEET

Complete Form 3 **for Each Staff Member**

NAME AND RANK OF STAFF MEMBER

A. Instructional Load of Staff Members

No. and Title of Courses Taught in Last 2 Academic Years	Credit Hours for Course	Clock Hours per wk. for Course	Number of Sections Taught			In Sum. if 12 Mo. Appt.	Total Student Enrollment in All Secs. Taught	Student Credit Hours
			1st Sem. or Qtr.	2d Sem. or Qtr.	3d Qtr.			
(Example)								
Current Academic Year								
101 Clothing Construction	4	8	1	0	2	1	80	320
Immediate Past Academic Year								

B. Summary of Staff Member's Full Assignment Item

	Percent of Time Devoted	
	This Year	Last Year
Instructional Load	_____	_____
Research	_____	_____
Public Service (include extension)	_____	_____
Departmental Administration	_____	_____
School, College or Division Administration	_____	_____
Student Counseling	_____	_____
Other (specify)	_____	_____
	Total 100%	Total 100%

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Self-Evaluation Form 4

PERSONNEL DATA

If additional space is needed, attach an extra sheet of paper.

1. Name of person _____

2. Year of birth _____ Birthplace _____

3. Name of institution _____

   Address of institution _____

4. Department or division _____ Academic title _____

5. Date of appointment to present position _____

6. Date and title of original appointment *(at this institution)*

   _____

7. Have tenure Yes _____ No _____

8. Undergraduate education

DATES	INSTITUTION	DEGREE	MAJOR

9. Graduate education

DATES	INSTITUTION	DEGREE	MAJOR

FORM 4, Page 2. If additional space is needed attach an extra sheet of paper.

10. List of courses taken for Master's degree *(give titles of courses)*

For major	For minor	Supporting courses

11. Title of thesis for Master's degree _____

_____

12. List of courses taken for Doctorate *(give titles of courses)*

For major	For minor	Supporting courses

13. Title of thesis for Doctorate _____

_____

14. Honors received _____

_____

_____

FORM 4, Page 3. If additional space is needed attach an extra sheet of paper.

15. Experience since receiving baccalaureate degree, include ALL experience and give inclusive dates and location or institution.

    a. Teaching _____

    b. Research _____

    c. Other *(specify)* _____

16. List present membership and any position held during the past five years in scientific, professional, and honorary societies

17. List professional or scientific meetings attended during the past five years and ways in which participated

18. List professional and scientific publications during the past five years giving title, date, and where published (or other scholarly activities as art exhibits)

19. List any special responsibilities for professional programs in the home economics unit (i.e. responsible for field work for students in extension program, supervise practicum for students in business, etc.)

FORM 4, Page 4. If additional space is needed attach an extra sheet of paper.

20. Professional activities outside the home economics unit (state approximate number of hours per month devoted to each)

    a. Institutional councils and committees *(give name and time devoted to each)*

    _____

    _____

    _____

    b. Professional consultation _____

    _____

    _____

    c. Other *(specify)* _____

    _____

    _____

21. List other organization memberships (not included under 16, as civic, religious, etc.) and any special activity

    _____

    _____

    _____

    _____

    _____

Signature _____

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Self-Evaluation Form 5

REQUIREMENTS FOR EACH PROFESSIONAL PROGRAM*
OFFERED IN HOME ECONOMICS *(Indicate in Credit Hours)*

Requirements	All H.E. Majors	Programs and Options*			
		*	*	*	*
Communication Skills English Speech, etc.					
Natural Science Chemistry Physiology, etc.					
Social and/or Behavioral Sciences Sociology Psychology, etc.					
Humanities Philosophy Art, etc.					
Mathematics					
Physical Education					
Home Economics					
Total Credits Required for Graduation					
Total Credits Available as Electives					

* Refer to general instructions on Page 1. More than four columns may be needed.

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Self-Evaluation Form 6

STUDENT ENROLLMENT AND DEGREE DATA

Supply the information requested in this form

A. HOME ECONOMICS MAJORS

Majors enrolled in school for current year, last year, and two years ago in chronological order. Does this include students in home economics education? ____Yes ____No

	Year 19____ to 19____				Year 19____ to 19____				Year 19____ to 19____			
	Semester or Quarter 1	2	3	Summer Session	Semester or Quarter 1	2	3	Summer Session	Semester or Quarter 1	2	3	Summer Session
1. Undergraduates:												
Freshmen												
Sophomores												
Juniors												
Seniors												
Subtotal												
2. Graduates:												
Master's												
Doctoral												
Subtotal												
3. Grand Total.												

B. DEGREES AWARDED

1. No. of BS/BA												
2. No. of MS/MA												
3. No. of PhD/EdD												
4. No. of Advanced Certificates												

C. STUDENT ENROLLMENTS IN HOME ECONOMICS COURSES

1. Total No. of Undergraduates												
2. Total No. of Graduates												

FORM 6, Page 2

D. NO. OF UNDERGRADUATES BY PROGRAM AND OPTION

	Year 19____ to 19____ Semester or Quarter 1	2	3	Summer Session	Year 19____ to 19____ Semester or Quarter 1	2	3	Summer Session	Year 19____ to 19____ Semester or Quarter 1	2	3	Summer Session
Home Economics Majors												
(Example) Business: Foods												
_____												
_____												
_____												
_____												
_____												
_____												
_____												
_____												
_____												
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_____												
Non-Home Economics Majors												
_____												
_____												
_____												
_____												
_____												

STEPS IN ACCREDITATION PROCESS

	Date begun	Date completed
1.* Pay Agency Member Unit dues		
2.* Study Accreditation Documents becoming thoroughly familiar with the three-part documents		
3.* Request Application Form by writing Director, Office of Professional Development,**AHEA headquarters		
4.* Complete Application Form, return to Director (3 copies) accompanied by 3 copies of institution's catalog and application fee ($100.00)		
5. Council for Professional Development***examines application and catalog; recommends self-evaluation study be made (or does not recommend)		
6. Guide for Self-Evaluation Report sent to institution		
7.* Self-evaluation report prepared. Faculty and students should have input. Follow all directions carefully. Submit 5 copies and 5 copies of institution's catalog to Director at least 4 weeks before meeting of CPD		
8.* Concurrent with submission of self-evaluation report, submit confirmation of readiness for visitation signed by Chief Executive Officer of institution and Home Economics Administrator and initial accreditation fee of $400		
9. CPD studies self-evaluation report; recommends visitation (or does not recommend)		
10.* Director notifies Home Economics Administrator of decision. If to visit, date, agenda, etc., set up		
11.* Visitation		
12. Visitors' report prepared. Submitted to Chief Executive Officer of institution and Home Economics Administrator		
13.* Visitors' report returned by Chief Executive Officer and Home Economics Administrator with necessary corrections included		
14. Application, self-evaluation report, catalog, visitors' report, and other pertinent material available, studied by CPD. Accreditation recommended (or not recommended)		
15. At earliest possible time Director notifies institution of action		
16. Letter follows, confirming decision and pointing out strengths and weaknesses of home economics unit as seen by CPD		

*Indicates institution actively involved
**Hereafter referred to as Director
***Hereafter referred to as CPD